DOCUMENT RESUME

ED 322 968 JC 900 465

AUTHOR	Mahan, Don; And Others
TITLE	Diablo Valley College: The First Forty Years, 1949-1989.
INSTITUTION	Diablo Valley Coll. Pleasant Hill, Calif.
PUB DATE	90
NOTE	306p.; Photographs will not reproduce well.
PUB TYPE	Books (010) -- Historical Materials (060)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Activism; *College Administration; College Environment; *College Planning; *College Role; *Community Colleges; Educational History; Educational Legislation; Educational Philosophy; Institutional Characteristics; Mission Statements; *Organizational Change; School Community Relationship; Staff Development; Transfer Programs; Two Year Colleges; *Two Year College Students; Vocational Education

ABSTRACT

An overview is provided of the 40-year history of Diablo Valley College (DVC), examining the educational ideals of the founders of the college and the changes in the goals of community college education in Central Contra Costa County, California. Part 1 sets the historical scene for the establishment of public two-year colleges nationally, in California, and in Contra Costa County. The early years of development of DVC are described with reference to the roles and contributions of students, classified staff members, faculty, and the first administrators. Part 2 focuses on particular changes and issues in the early 1960's and 1970's, such as the college's efforts to govern fairly and effectively, philosophical concerns such as student retention and open door policies, outreach programs, student and faculty action on social and political issues, and maintaining a campus culture. In part 3, some recent changes and issues are described including the effects of growing financial constraints, new student populations, responses to California state legislation with regard to community colleges such as Proposition 13, and changes in organization and leadership at the college. This final section also reviews new programs such as those for women and older students, closing with a discussion of professional renewal efforts. Included are photographs showing changes in the physical environment of the college and some of the notable college events, as well as appended tables of longitudinal data on total enrollments and enrollments by gender, student age, and course loads. Notes are provided at the close of chapters. (JMC)

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DIABLO VALLEY COLLEGE

The First Forty Years: 1949-1989

"The Heart of the College
Is the Student..."

by

Don Mahan, Ruth Sutter, Greg Tilles

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FOREWORD

From its unassuming beginning forty years ago, Diablo Valley College has blossomed into a nationally recognized community college with a respected instructional program. A state leader in transferring students to the University of California and other four-year institutions, DVC also offers excellent occupational programs.

Success didn't just happen. It took the right combination of commitment, dedication and effort to build an institution as effective as this one. This, the first history of Diablo Valley College, will describe the events, the people, and the ideas that contributed to the college we know today.

The community we serve has experienced unparalleled growth. New students arrive in greater numbers each year. Many new faculty and staff members have joined us recently, and there will be more in the next decade. All of these people are part of our future. They will write the next volume in our history. The exciting account contained here will help orient them to the values and perspectives that have shaped DVC thus far.

Written histories of community colleges are rare. We think ours will contribute to the cause of all who recognize their importance.

Forty years ago DVC was more hope than promise, more vision than reality. Much has been accomplished. This is a story we are proud to tell.

Phyllis L. Peterson
President, Diablo Valley College

PREFACE

"A growing community expands its instructional program to meet its needs." This was the way two of the first Contra Costa County community college administrators foresaw the growth of Diablo Valley College in an article published in the journal *Educational Leadership* in 1951. In this book we review the outcomes of their forecast. We look at the educational ideals of the founders of the college and at changes in the goals of community college education in Central Contra Costa County over the past 40 years

At the heart of our interest in this college are its students. As the founders said, in an early statement of college philosophy, "We conceive the heart of the college to be the student."

The students then and now and the college then and now must be considered in the context of social and economic change in the metropolitan Bay Area and increasingly rapid changes in Central Contra Costa County. Not only the local and regional changes but also changes in the state and in the nation are part of our perspective.

In the course of our study we have identified several themes that we think have contributed to DVC's uniqueness as a college:

(1) an unwillingness to adopt procedures, standards, or values simply because they exist in common practice
(2) a commitment to democratic principles in all aspects of campus life
(3) responsiveness to social and demographic change
(4) resistance—not always successful—to fragmentation and differentiation in the curriculum and in relationships within the institution
(5) a feeling that DVC is a special place which inspires loyalty

Part One sets the historical scene for the establishment of public two-year colleges—nationally, in California, and in Contra Costa County. The early years of development of Diablo Valley College are described with reference to the roles and contributions of students, classified staff members, faculty, and the first administrators. Part Two focuses on particular changes and issues, including highly controversial ones, in the 1960s and early 1970s: college governance, institutional philosophy, outreach programs, and student and faculty action on social and political issues. In Part Three, some recent changes are described: new student populations, responses to California state legislation with regard to community colleges, and changes in organization and in leadership at this college. We include a portfolio of photographs that show changes in the physical environment of the college and also some of the events. At the end of each chapter are notes identifying our sources of information. Primary sources such as memorandums, interview notes, and tape-recorded interviews may be found in the DVC Archives, located in the Special Collections Room of the Library.

Because of limitations of time and space, many topics and events well worth considering have been neglected or dealt with too briefly. We regret not being able to show all that has gone into the athletic program. The Faculty Senate and participation of its leaders in regional and statewide organizations and debates should have been given more attention. Our special programs, too. This is not a definitive work. We hope it suggests important parts of DVC's past and present and as such is a catalyst for further study.

While this history is a collaborative effort, each of us has taken primary responsibility for one of the three Parts: Sutter for the Beginnings, Mahan for the Middle Years, Tilles for the Recent Years. While preparing this history of college and community, we have had wonderful resources. In 1980 DVC President William P. Niland and a faculty committee sponsored the establishment of the college archives, without which this work would not have been very interesting, perhaps not even possible. The archivist is Evelyn Garabedian. Her energy in finding materials, her ability to organize the written and photographic documents, and her devotion to the project have made for a collection that any institution of higher education might envy.

We thank also Mary Dolven, Director of Library Services, and the library staff for their help and their patience as we called on them, used their phones, and disrupted their meetings in the Special Collections Room where our Archives live. Stan Byrne, Wayne Gallup, and the staff at the Media Center helped us find and make usable the illustrations for this book. Les Birdsall made sense of varied data on the student population in preparation of the charts. At the Contra Costa Community College District offices in Martinez, Chancellor John Carhart and his secretary Jean Courtney gave us access to all materials relating to District history as it affected the development of the college, and we are grateful to them. Evelyn Garabedian and Rosemary Nolan gave invaluable help as copy editors. Sandra Mills, in the Social Science Division office, helped right our word-processing wrongs and cheerfully printed out drafts of chapters on a moment's notice. Bobbie Fisher and Janet Slatter were the typesetters and we thank them for their caring work as well as the other members of the staff in Central Services.

We thank also the many members of the classified staff, past and present, who have helped us in discovery of the history of a college of which they have been an essential part.

A great many of our colleagues have contributed to this work, and we apologize for not giving full attribution to all of them. We must say, too, that our errors are our own, and the views that may be discovered in this history are our own and not necessarily those of other college and District personnel.

Part One

Beginnings

Chapter One
THIS COUNTY NEEDS A COLLEGE

Forty years after Contra Costans voted to establish a junior college district, students echo some of those voters' views:

"If it weren't for this college I wouldn't be going to college."

"Cal isn't that far away, but I'd rather not drive. I'd rather go here and live at home."

"Me, I'd rather be there."

"But Cal doesn't offer the occupational courses that the j.c. can."

"You mean that the j.c. does. Plus it offers stuff that Cal offers."

"That's duplication of effort. Look at the financial mess. If there were fewer colleges you could see where taxes for education were going and maybe where you wanted them to go."

"Anyway, I can't afford to go to U.C. or even to a state college."[1]

Debates about the needs for and the nature of two-year public colleges are on-going. Public education is now often taken for granted in the United States. Not taken for granted, however, is its availability beyond the secondary school level. How "free" should post-secondary education be? What programs of instruction are important in this society? Prices and programs are not taken for granted. Yet, on reflection, we can see changes in the debates over time. There have been changes in ideas and ideals and in policies and practices as well as in perceived needs for post-secondary education. It is essential to look at these changes with regard to the institutions variously called "people's" or "junior" or "community" colleges in order to locate Diablo Valley College in its own place and time.

Backgrounds

The origins of the idea of public two-year post-secondary educational institutions lie in the western states around the turn of the 20th Century. For a complete account we could go back even further, to the Morrill Land Grant Act of 1862.

From the 17th through the early 19th centuries, most American colleges were sponsored by religious denominations. Many of them received money from the state in which they were located, but their policies and programs were in the hands of their own governing boards. Their curriculums emphasized the classics, languages, literature, natural history, natural science. The only fully public institution that offered practical, applied, technical programs of study before the 1860s was West Point. West Point was more than a national military academy; cadets could study surveying and map-making and civil and mechanical engineering, for example, and use these skills in later life as civilians.

With the westward expansion of the nation and the westward movement of people during the 19th Century came increased attention to the usefulness of such skills. Private colleges began to offer courses in agriculture and other sciences and arts which were considered to have utilitarian value. Educators and others seem to have agreed that the public interest would be served by promoting the acquisition of useful skills, but they did not all agree that public funding of public institutions was the best means. Southern senators and congressmen, especially, thought that private institutions and experience could be counted on. But westerners joined some northeasterners, including Senator Justin Smith Morrill of Vermont, in urging participation by the federal government.

During the Civil War, in the absence of the southern opponents of this view, the Morrill Act was passed. Under its terms, land from the public domain could be used by the states to support institutions that would teach "agriculture and the mechanic arts." Thus the A & M colleges, one of which was the University of California at Berkeley.

In his short history of community colleges, the educator George Vaughan writes that the Morrill Act gave "credence to the concept of the 'people's college.'" A & M colleges "were the first to do battle over 'practical' versus 'liberal' education, who should go to college, and what courses and programs should legitimately be included as a part of higher education, paving the way for similar debates later waged by community colleges."[2]

Another source of interest in practical instruction on both secondary and post-secondary levels was created by the increasing diversification of industry in the United States in the last quarter of the 19th Century. New skills were sought. The traditional apprenticeship method of induction into a vocation no longer seemed adequate. Responding to local needs and requests of local business firms, some public high schools shifted away from the classical curriculums of private academies and began to offer bookkeeping, typing, drafting, and machine-shop courses. "Shop" and "Home Economics" became part of the regular program of instruction in the public schools, and a National Society for the Promotion of Industrial Education spread the gospel.

Yet there still was a question of whether there was room in the high school curriculum for vocational education. Proposals were made to extend high schools from four to six years of study, the last two to be in preparation for an occupation. At the same time, proposals were also being made to establish separate institutions for the first two years of higher education. Alexis Lange, for example, at the University of California in Berkeley, thought technical subjects should be taught on the post-secondary level. Chancellor William Rainey Harper at the University of Chicago set up a two-year program in Joliet, Illinois, in 1901 as an experimental lower division for the upper-division programs at the University. This was the first and longest-lasting junior college in the United States.

In California, legislation enabling high schools to offer post-graduate education—which some were already doing—was proposed by State Senator Anthony Caminetti and enacted in 1907: "The board of trustees of any city, district, union, joint union or county high school may prescribe post-graduate courses of study for the graduates of such high school or other high schools which courses of study shall approximate the studies prescribed in the first two years of university courses."[3] There were few high schools in California at the time. In the nation, in fact, less that 8 percent of 17-year-olds were graduating from a secondary school.[4] Contra Costa County had its first high school declared unconstitutional through a taxpayers' revolt in the 1890s, and it took a state constitutional amendment to establish financial bases for high schools.[5] In retrospect, proposals to expand their offerings under such conditions seem remarkable.

Not so remarkable was the failure of the Legislature to authorize funds at the same time. But in 1917 a bill was passed to provide for state and county support for junior colleges on the same basis as high schools. In 1921, legislation for independent two-year college districts was enacted. They could now have their own governing boards, budgets, and operating procedures. This meant local control. Authorization for local control created conditions that became traditions and made for highly charged discussions when a State Board of Governors for the community colleges of California was created, and even more when the passage of Proposition 13 in 1978 (see Chapter Eight) changed funding arrangements. Also in the legislation of 1921, junior college study was expected to be equivalent to the first two years of university work, and college-level instruction was to be made available close to home.

People in Fresno, California, had already acted, in May 1910. The Fresno Board of Education decided to establish a post-secondary program because of the distance of the town from California's institutions of higher education and the expense to students and their families of their boarding away from home. Administrators at the University of California at Berkeley and at Stanford University were consulted about the plan for a two-year college, and they promised assistance with the curriculum and in recommending instructors. Over the next 20 years, several of California's high schools developed what were then called "departmental junior colleges," and there were also a few separate two-year colleges.[6]

In the 1930s, the junior college was classified by the California Legislature as a "secondary" school, along with high schools and technical schools, and authorized to offer "courses of instruction designed to prepare for higher institutions of learning; courses of instruction designed to prepare persons for agricultural, industrial, commercial, home-making and other vocations; and such courses of instruction as may be deemed necessary to provide for the civic and liberal education of the citizens of the community."[7]

This three-part mission was the prelude for Diablo Valley College, as it was for other two-year public colleges in California. However, each college with its supporting community provided its own approach and emphasis. The general trend at that time was toward vocational programs.

William Warren Ferrier illustrated this point in a history of education in California published in 1937. He wrote that junior colleges would become "more widely serviceable; and that this will be to a considerable extent along vocational and semi-professional lines" rather than along the lines of preparatory courses for the upper division of higher education. In support of this view, he quoted both university and state sources, including the State Council on Educational Planning and Coordination, which emphasized vocational purposes for junior colleges and assumed that "the young people are as a rule not particularly interested in the more abstract phases of the regular academic program."[8] Ferrier did not foresee Diablo Valley College, whose founders saw how it could differ from other junior colleges and who made it differ.

The Junior College Movement in Contra Costa County

Unlike many other public two-year colleges in California, the colleges of Contra Costa County did not begin as departments of high schools, nor were their programs initially administered by a state college. Such arrangements had been financially beneficial to some other educational institutions. But in 1948 a state-wide survey was made, and the committee reporting on it recommended that junior colleges be housed separately and administered separately from state colleges. In most of the major cities of the state, however, the junior colleges continued to be parts of unified school districts, where they had to compete for funds. In some places, such as in San Jose, they were also considered to be a threat to technical high schools and to adult education programs traditionally offered in high schools.[9] In Contra Costa County, the colleges began as self-determining institutions.

Also unusual here were early discussions by the Board of Trustees about more than one college campus in the new college district. The economic and demographic configuration of Contra Costa County was a factor in these discussions. The nature of the elections that created the new college district also played a role.

With regard to the economic and demographic characteristics, it is important to notice first that the Second World War brought government contracts to already growing industries along the shorelines of the county. The jobs they created, plus the jobs vacated by men and women serving in the armed forces, attracted newcomers especially from midwestern and southern regions of the United States. There was a shortage of labor in the food-producing parts of the county, but migrant laborers were used to satisfy some of the need. Population growth occurred at a much slower rate in those areas—interior, eastern, and southern parts of the county—until after the war.

Then two other factors became important in the movement to provide post-secondary education in the county: One was the return of people originally from other parts of the country who had served in the Pacific during the war, and who, having seem something of the west coast, decided to settle in one or another part of it.[10] The other was the work of real estate developers in converting the rural landscapes of the county into residential tracts for people who had jobs in the cities around San Francisco Bay.

Veterans' benefits encouraged education, but many veterans lacked—or so it was argued[11]—interest in or preparation for study at a four-year college or university. They could begin productive careers with programs offered by a junior college. At the same time, the population of young families in the growing suburbs around San Francisco Bay seemed to promise a positive forecast for the long-range usefulness of colleges which could offer university-parallel and general education courses as well as vocational and occupational programs.

Elections required by California law to create a junior college district were held in Contra Costa County in 1946 and again in 1948. Nearly 10 years of work and discussion and committee meetings and reports preceded them, most intensively during the war.

The earliest public discussion seems to have occurred in meetings of the Pittsburg Chamber of Commerce in 1937 and 1938. In the February 1938 issue of the *Contra Costa County School Bulletin,* County Superintendent of Education Bryan O. Wilson wrote in his "Superintendent's Column": "The Pittsburg Chamber of Commerce is apparently serious in its purpose to investigate the need for and advantages of a junior college for Contra Costa County." A newspaper had reported that Wilson thought it would be expensive, and that he said he was concerned more about "optimum use of existing facilities"—that is, the high schools.[12]

However, the October 1939 issue of the Bulletin featured a resolution of the County Board of Education recommending a junior college survey. The resolution called on the high schools to join in a cooperative survey, which would be carried out by the state, to determine "needs, demands, costs, and problems of junior college organization." One "whereas" in the resolution was that "a high school education under modern economic conditions is not sufficient for effective and immediate entrance into vocational, industrial, and semi-professional fields"; another mentioned academic departments.[13]

Superintendent Wilson was not yet convinced. In the same issue of the *Bulletin* he commented on the unemployment rate among high school graduates (16 percent in Contra Costa County, he wrote) and asked that the high school "face its share of the responsibility." But he also called for all concerned groups to scrutinize the facts with regard to the needs of the youth.

A "Committee of 100" citizens was then formed. Several civic groups became involved, and the Education Committee of the Contra Costa County Development Association was brought into the discussions. A sub-committee of the Post-War Planning Committee of the Development Association reported, mid-war, that vocational training was the most urgent problem for the years to come and proposed establishment of a technical institute.

Meanwhile, the junior college survey was conducted without full participation of the county's high school districts. The districts that participated were the more or less rural ones in the central and eastern parts of the county: Alhambra, Antioch-Live Oak, John Swett, Liberty, Mt. Diablo, and Pittsburg. In urban-industrial Richmond, administrators were considering whether to establish an independent junior college and therefore did not submit any resolutions to the State Department of Education. John Porterfield, assistant to Richmond Superintendent Walter Helms at the time, said they thought they "couldn't afford it" and in any case Helms was "not very enthusiastic about a junior college." There was discussion also of creating an Alameda—Contra Costa junior college district.[14]

Such ventures were not matters only of local concern. The role of the state in the establishment of new colleges must also be considered. The California State Reconstruction and Reemployment Commission had studied the public school system in 1944 and reported in February 1945: "The junior college program should be expanded to provide complete coverage throughout the state." Like others during this period, Commission members thought that "there will be need for the development of many more opportunities for technical, business, and agricultural education beyond...high schools.[15]

At this time, California had 41 public junior colleges, 4 of them in the jurisdiction of high school districts and 17 in junior college districts. The State Department of Education, through its division of Secondary Education, had established minimum requirements for applications for new colleges:

(1) population in the proposed district adequate to make an enrollment of 400 probable "within a few years"

(2) financial resources to be based on an assessed valuation of at least $35 million

(3) need

The published data showed that a junior college district in Contra

Costa County would more than meet these requirements, and proponents said that a building program could be undertaken without a bond issue.

Despite a question of what the election results would be in Richmond, since its high school district had not responded to the survey, an election was called for and the date was set for January 15, 1946. There was little lead time for publicity in the campaign. Perhaps as a result, only about 10 percent of eligible voters turned out to vote. The measure for the junior college district was defeated by 154 votes. Most of the "no" votes were in the waterfront towns, especially Martinez. W. O. Barnes, reporting in disgust on behalf of the Education Committee of the Development Association, said that last-minute opposition advertisements were "designed to frighten the public into a cost panic."[16] Visibly and audibly organized against the measure was the Contra Costa Taxpayers' Association. Veterans' organizations and labor unions had been for it, along with various civic groups.

It would be easy to blame uncertainties after the war for the defeat of the junior college measure at that time. In fact, the economic foundations for the project seem to have been sound. The six high school districts that participated in the survey had a combined assessed valuation of $97,607,680 and an average daily attendance of 2,896 students.

By 1948, the electorate had grown and promoters had become more active. Another survey was done of needs for institutions of higher education in Alameda and Contra Costa counties. This survey was requested by the State Department of Education and the University of California Board of Regents. On the survey committee were County Superintendent Wilson and O. J. Wohlgemuth (who was to become one of the first members of the new district's Board of Trustees). All the school districts in the county were represented this time.

The campaign for a junior college district was renewed. Figures were compiled on Contra Costa residents who were attending junior colleges around the state. There were 390 in the immediate area (San Francisco, Vallejo, Marin), of whom 148 were veterans; there were 315 in other areas, of whom 90 were veterans.[17] Veterans' clubs were among the supporters of a junior college for Contra Costa County. Other groups that gave endorsements—a total of 75 organizations in the county—included service clubs, the Chamber of Commerce, the Contra Costa School Trustees Association, the Parent-Teacher Association, the Central Committee of the Democratic Party, and the AFL-CIO. George Gordon (President of the first Board of Trustees), who had taught in Richmond in the 1930s and returned from service in the army to open a law office in Martinez, joined in the effort and helped enlist the support of labor unions.[18] These groups argued that Contra Costa County needed a junior college to promote its economic growth as well as to help individuals achieve their educational and occupational goals. The Taxpayers' Association was still on record as opposed to the junior college measure, and so were the local chapters of the Grange. They were concerned about present and future costs.

The election was set for December 14, 1948. It was publicized less than a month earlier and not long after a national election on which a lot of local energy had been spent. Once again the voting was light,[19] but the measure passed by 774 votes and passed in the more urban western parts of the county by enough of a margin to offset its rejection in the more rural eastern parts of the county.

Diverse as it was, all but a small corner of the county had become coterminous with a junior college district.

Under Way: The New Contra Costa Junior College District

County Superintendent Wilson appointed the first members of the Board of Trustees for the District on January 7, 1949. They were George Gordon; Fred R. Abbott, an insurance agent in Brentwood who was named the first Secretary; O. J. Wohlgemuth of Walnut Creek, a businessman who was active in the Contra Costa County Historical Society; Bert Coffey of Richmond, who was working with an advertising and publicity firm and has long been active in the county Democratic Party; and G. Elton Brombacher, manager of the Independent Printing Company in Richmond. The practice was begun of having the varied sections of the county represented on the Board.

In an election held on May 20 that year, all the appointed Board members were affirmed. As a side note, in connection with the concept of community in "community college," it is interesting that, among the non-incumbents who ran, the local historian Isabelle S. Brubaker of Walnut Creek got the most votes.

Wilson's position with regard to educational programs was that "a strong liberal arts course of study" for purposes of transfer to other institutions of higher education was "surely a must," in addition to "pre-employment and vocational training needs." He wrote that "at all times must the people share in the planning" and "personnel should have concern for the success of each individual student." As many educators had done in the 1920s and 1930s, he used the term "people's college." From the outset, committees of citizens were planned for, as well as a county committee and vocational advisory groups.[20]

In early meetings, Board members and others discussed the possibility of more than one campus in this new District. A site in Richmond was assumed, but central and east county sites were also considered—as many as four.[21] And it was decided to postpone the building of a district administrative office until campuses had been established.

The most immediate tasks were to find money, administrators, and teachers and to offer classes that people wanted.

For six months after the election there was no money. "We [the District] commenced classes at Camp Stoneman before we had any money at all," Gordon remembers.[22] A budget—$675,525—for the academic year 1949-50 was adopted after a public hearing and funds were eventually obtained from the county and the State Department of Education.

The search for a District Superintendent (a title changed later to Chancellor) resulted in 60 applications from all over the United States. The most important criterion was that the individual selected be a "strong organizer," administratively and politically, given the diverse interests of people in the county. Concern with the educational program came second. "Five or six" people were interviewed, and Dr. Drummond J. McCunn was selected as "an organizer in the business sense."[23]

Then Graham Sullivan was hired to organize the educational program, and he suggested that Phebe Ward, an associate of his in vocational programs, come in to assist. She acquainted Leland L. Medsker, whom she knew through the American Association of Junior Colleges, with the new district, and he became the first Director (now termed President) of East Campus.[24] He brought in Reed Buffington, his associate at Wright Junior College in Chicago, as the first Dean of General Education (Dean of Instruction).

McCunn had taught in elementary schools in southern California before becoming an assistant superintendent of the Pasadena City Schools, a position he held from 1934 to 1949. During part of this period he was also on the Los Angeles County Board of Education. At the time of his interview for the position of Superintendent of the Contra Costa Junior College District, he was President of the Tournament of Roses Association. He had also held offices in the Pasadena Junior Chamber of Commerce, Chamber of Commerce, YMCA, and Kiwanis. B. O. Wilson heard a favorable report of McCunn from the former Superintendent in Pasadena, met him on a trip through the Bay Area, and told him about the position in the new district.[25] McCunn was the first employee of the district, and it was his job to work with the Board in the establishment of the new colleges.

Graham Sullivan's background was in industry and teaching. He was a Stanford University graduate and had taught at City College in San Francisco. He started the Hotel and Restaurant Management program there.[26] Phebe Ward, also a Stanford graduate, had taught English in high school before becoming interested in adult education and post-secondary education. During World War II she helped with job training for women in San Diego and in San Francisco. Then she became Director of Terminal Education at San Francisco City College. That college "loaned" her to the Contra Costa district for a year.[27] She was responsible for the evening program and for hiring some of the faculty; she put District administrators in touch with program innovators such as Jane Castellanos in Family Life Education and Bess Whitcomb in Speech and Drama.

Sullivan and Ward described their general plan and work in the article "A New Community College" published in February 1951. First, without established facilities or any bond issue, the new college "elected to become a community college...by housing its present instructional program for the youth and adults of the community in facilities borrowed from the community." Second, the educational program was to be "based upon goals encompassing needs of the students, the community and the society." Advisory committees from industry helped plan programs leading to employment. Community counselors in the high schools facilitated transfer to the college. Finally, "the college's most distinctive adult services...are the community service programs in the individual communities organized for groups of people who have educational goals in common." They concluded that "a growing community is thus turning to its new community college to meet many of its needs."[28]

The "growing community" was not one community. It was two or more. West county and central or east county campuses were wanted, and the Board acted in 1949 to offer classes in both sections of the county.

John Porterfield was chosen to be the first Director of "West Campus," where the first classes met in January 1950 in buildings obtained from the U.S. Maritime Commission. Porterfield had been a teacher and administrator in secondary schools in California since 1929. He said in an interview in 1980 that he hadn't had a background for community college work.[29] He did have the sensitivity to students' aspirations, however, that have been essential in college teaching. In 1953, realizing differences with Superintendent McCunn in administrative style, he chose to leave his position at West Campus and move to East Campus as a teacher of social science, geography, and California history. District memorandums show, in the meantime, his close involvement with curriculum concerns affecting both colleges.

Leland Medsker, first Director of East Campus, taught in elementary and secondary schools in Missouri, Michigan, and Illinois before turning to work in the community college movement. In the 1930s he taught at Wilson Junior College in Chicago and was Assistant Director of the Bureau of Occupational Research and Guidance. In 1946 he was named Dean at Wright Junior College in Chicago. From that time on, he was part of regional and national associations concerned with secondary and post-secondary education. What happened right after World War II led to his special approach to college problems: enrollments were increasing at Wright—from 2,000 to 4,000 students in 1946-47—and, faced with sudden growth, the college seemed to him to lose its sense of purpose. Medsker enlisted the faculty in a search for goals and a philosophy for the college. When he learned of the new Contra Costa Junior College District, he saw in it a chance to start a new college.[30] At that time he was President of the American Association of Junior Colleges. That position as well as the others he had held made him a desirable candidate for the first director of a new college in a new district with a superintendent ambitious for success.

Reed Buffington, Dean of Instruction until 1955, then Acting College

Director in spring 1956 and Assistant Superintendent of the District from fall 1956 to 1961, had studied at the University of Chicago and had taught and been an administrative assistant on a part-time basis at Wright Junior College.

Together, Medsker and Buffington worked with the faculty to develop administrative and educational policies for East Campus. Their ideas about administrative philosophy differed from those of Superintendent McCunn, as did Porterfield's, and the possibility of conflict between the college and the District soon appeared. Years later, Buffington stated his position this way: "Once you put together a really effective faculty, administrators don't matter...[they] keep pencil and paper...the faculty makes the institution what you want it to be," and "strong faculty leadership is probably the best thing [administrators] can do for the institution."[31]

Under Way: East Campus

"What brought me to the district," Buffington said, "was a dream." He and Medsker were committed to the concept of general education. This was "not anything that was not specific"; it was a "general, thematic approach" in education. "I don't think that dream is gone.... Really talented people came to DVC because of the dream.... Leland and I were interested in getting people who would share that dream."[32]

Classes were offered by the district at various sites beginning September 26, 1949. The list of locations is wonderful: American Legion Hall, a bank, Camp Stoneman, a church, a club house, Martinez City Hall, the Court House, a labor hall, for a few examples.[33] These colleges really were to be colleges for their communities.

In fall 1950 the central site for East Campus was a condemned elementary school leased from the city of Martinez (see Portfolio). Karl Drexel was charged with getting it ready for college classes. His first acquaintance with junior colleges had been as a student at Marin Junior College, which offered only lower-division university-parallel work at that time. He transferred to San Jose State College with a scholarship, majored in physical education, and then began teaching in Martinez. He was in the navy during World War II and returned to become a high school counselor for students interested in enrolling in the new junior college classes. In his account, "You know Drummond was pretty much community oriented. We got one high school counselor from all the high schools in the eastern end [of the county]. They were called community counselors, and I was the one from Martinez."[34] Next, Drexel held the position of Assistant Dean of Student Activities at West Campus, and there he and John Porterfield became life-long friends. In 1950 he was asked by McCunn whether he would like to go to East Campus.

> Since I didn't know either Lee Medsker or Reed Buffington who were coming from Chicago...I elected to stay with John. Then one day, sub-

> subsequent to that decision, he 'unelected' me by a telephone call. His command was, 'You're going to East and get that damned building ready.' And that was my job in the summer of 1950.... He had that old elementary school building he had to get ready for fall. I frequently referred to myself as the dean of the latrine because one of the jobs that I had was to take out all of the little potties from the elementary school days. I did everything: the plumbing, the painting, and getting rid of all the elementary school desks. I didn't have purchase orders or Board authorization for anything. I just went ahead and did it all.[35]

JoAnn Woodmansee Nicol, a member of the first graduating class (the ceremony was held in Richmond in 1951), remembers the rotunda of that elementary school: registration took place there, and through the year it was a social gathering place, the sort of place where sooner or later all paths cross.[36] Norris Pope, who was hired that year as an instructor in "distributive education" (retailing), remembered it too, along with an incident that caused some controversy: on the spring day when the first East Campus yearbooks came out, he and Director Medsker had the fire alarm rung five minutes before the end of a class period in order to empty the classrooms into the rotunda where the books were being sold.[37]

The building was not entirely satisfactory. Paul Clark, one of the first East Campus custodians, walked into a downstairs boys' room one day and noticed that the four-by-four ceiling supports were all hanging loose. The room above was a classroom which had been converted into an office for the faculty. Workers were brought in that afternoon to cement the supports into place. Stories still told in the 1960s referred to the building as a "makeshift home" and as "tottering."[38]

However that may be, the evidence suggests that the atmosphere in the building was congenial and collegial. A student newsletter which began publication on September 29, 1950, announced and reported on the social events as well as on sports, theatrical events, clubs, and campus issues. It also provided biographical information about administrators and instructors.

The social events included dances attended by students, faculty, and staff. The first was a "Halloween Spook Stomp," announced on October 20 and reported on November 3 to have been a "success."

The October 20 issue also announced the purchase of a new site for the campus—"near county golf club," where, the editor writes, "the only student body today consists of gophers."[39]

"College hour" had been instituted by then as a time for meetings of clubs and other groups such as faculty in their subject areas; it was called "floating hour" since the schedule differed from one day to another.

The featured sport was basketball, and the first coach was Dan Fukushima. Interesting in the first issue of the newsletter is the statement that the final decision on forming a swimming team "will depend largely on the actions of the newly elected student council,"[40] which was expected to play a role in recommendations on curriculum as well as on social events. After the move was made to the new campus, more and more space in the newsletter was given to reports on football and baseball. The key faculty member in development of the athletic program in subsequent years was Hugh Boschetti.

Bess Whitcomb directed the first campus theatrical production that fall as an extra-curricular activity. It was "The Man in the Bowler Hat," a melodramatic mystery put on by the "East Campus Thespians." Later, drama courses were offered on a regular basis and faculty members and sometimes administrators appeared in the casts of the plays. In an interview recorded when she was 88 years old, Whitcomb laughed as she described directing one-act and three-act plays in the elementary school rotunda: the stage was on the second floor, and the stairways were used for entries and exits. "From what I produced, in my Federal Theater days [her work with the W.P.A. in the 1930s], I said I could put a play on in a wastebasket.... But it was fun, it was pretty good going."[41]

Allen Scholl was the first music director, and he had the newsletter's editor announce that "the a cappella choir is in need of tenors of any shape, size, or form."[42] There is no follow-up information about the response, but the music program of the college developed into an important cultural resource for central Contra Costa County, as did the drama program.

The first student clubs were the French and Spanish clubs organized by instructor Betsy VanSeventer. Soon an art club was formed, and by fall 1951 the list of clubs included World Affairs, with Herman Chrisman as faculty advisor, which sent delegates to the World Affairs Council in San Francisco; a photography club; a ski club; and the Future Teachers of America. By spring 1952 an East Campus "Women's Group" had been formed and a chapter of the honor society Alpha Gamma Sigma had been established. An Inter-Club Council was created within the Student Association and the list of clubs expanded: chess, "Block C," Distributive Education, Folk Dancing, German. Attendance at club meetings was not always high, but teachers and administrators continued to encourage such organizations based on shared interests.

Costs at the bookstore got attention from the beginning. In the first issue of the *CCJC East Campus Newsletter*, this statement appears: "The CCJC East Campus Bookstore is a non-profit organization designed to meet the needs of East Campus students....Bookstore profits above operating expenses will go into the student fund for general activities such as dances!"[43] Daryl Dangerfield became the long-term director of bookstore operations. After the move from Martinez to the new campus, the bookstore was housed at first in one of the quonset huts (see Chapter Two), where there was neither enough room nor enough help. The textbooks were piled on the floor. Students waited in line to get in, crawled over the piles of books, and waited in line again to pay for their books since there was only one cashier.

Another controversy, apparently not as long lasting as the one over bookstore prices, had to do with card playing on campus. Students played "Hearts" in the cafeteria and were ordered by Karl Drexel, then Dean of Students, to stop it. The problem may have been the players taking up space in the cafeteria or it may have been disputes over gambling on campus. Reports differ. One reporter said he had seen administrators and instructors flipping nickels for their coffee in the cafeteria, and he commented slyly on a two-headed nickel.

The student needler, until he graduated in spring 1952, was Jim Choate. His last "Scandal Sheet" column offered such kudos as these:

> I bid adieu to Mr. Drexel, our college's rock-like foundation. The rugged ex-athlete has always been my friend and the students' friend. Goodbye to Dr. Chrisman...I shall always remember his grinning teeth and begartered leg upon a desk as he reaches an important point in a Poli. Sci. lecture. He believes in teaching government by showing it to his students. So long, Mr. F. S. Ruth, who taught me that little boy Ambystoma tigrinums are different from little girls of the species. Farewell, oh professor of birds and bees; you are a boon to this institution.[44]

In that issue also was a message from Associated Student President Jack R. Hall about the move to the new campus "out near Concord" and the first graduation ceremonies to be held on the new campus in June 1952 (see Portfolio).

There were 80 graduates with A.A. degrees in the class of 1952. Of these, most had come from Contra Costa high schools, a few from other parts of northern California, and 11 from out of state. "Immediate plans" were listed: 20 intended to go to the University of California, 40 to state colleges in California (most to San Francisco or to San Jose), and 5 to colleges elsewhere. As for the "future," 17 planned to become teachers and 17 to go into some form of business. Among the rest there was a great variety of plans and hopes.

Notes to Chapter One

1. Discussion in a U.S. history class, Diablo Valley College, fall 1988.
2. George B. Vaughan,*The Community College in America: A Short History* (Washington, D.C.: American Association of Community and Junior Colleges, National Center for Higher Education, 1985), p. 3.
3. William Warren Ferrier, *Ninety Years of Education in California, 1846-1936: A Presentation of Educational Movements and Their Outcome in Education Today* (Berkeley, Calif.: Sather Gate Book Shop, 1937), p. 352. For a detailed account of California junior colleges up to 1964, see Carl G. Winter, *History of the Junior College Movement in California,* Bureau of Junior College Education, California State Department of Education, Release No. 20 (October 23, 1964, rev. December 21, 1964).
4. Based on data in *Historical Statistics of the United States: Colonial Times to 1970,* U.S. Department of Commerce, Bureau of the Census (Washington, D.C.: Government Printing Office, 1975), p. 379.
5. *McCabe* v. *Carpenter,* 15477 California Dept. One (1892). J. P. McCabe, an east Contra Costa resident, was the appellant; D. S. Carpenter, as Tax Collector of Contra Costa County, was the respondent. A copy of the decision is on file at the History Center of the Contra Costa County Historical Society, Pleasant Hill, California.
6. Ferrier, p. 352.
7. *Ibid.,* p. 353.
8. *Ibid.,* p. 354.
9. Burton R. Clark, *The Open Door College: A Case Study* (New York: McGraw-Hill Book Company, Inc., 1960.
10. Gerald D. Nash, *The American West Transformed: The Impact of the Second World War* (Bloomington: Indiana University Press, 1985), pp. 213-14.
11. See the *News-Letter* of the Post-War Planning Committee of the Contra Costa County Development Assocation, October 1944.
12. *Contra Costa County School Bulletin,* February 1938, p. 1.
13. *Ibid.,* October 1939, p. 1.
14. John Porterfield, interview with Ruth Sutter, December 15, 1980.
15. *Contra Costa County School Bulletin,* December 1945.
16. *Ibid.,* March 1946.
17. *Pittsburg Post-Dispatch,* December 3, 1948.
18. George Gordon, interview with Ruth Sutter, April 24, 1989.
19. 11,396 voted, 6,062 for and 5,288 against. "History of the Junior College Movement in Contra Costa County," typescript provided by Isabel M. Sargeant, n.d., p. 5.

20. *Contra Costa County School Bulletin,* February 1949, p. 1.
21. Interviews with George Gordon (April 24, 1989) and Isabel M. Sargeant (February 9, 1989). On October 21, 1949, the Board of Trustees passed a statement of policy in support of "the principle of the minimum of two campuses, one in the eastern, and the other in the western section of the County, with the possibility of a third campus when it becomes necessary to establish one if we are to pursue agricultural subjects for the students in the far-eastern and southeastern sections of the County *(Minutes).* By this time, also, the trustees had already been offered "a total of 15 tracts. . .by owners and real estate men at prices ranging from $2,000 per acre to $600, with a gift offer made in one instance"—from W. S. Van Winkle, 8 acres in the town of Clyde "plus a 110-room hotel and a swimming pool on the property" *(Contra Costa Gazette,* October 22, 1949).
22. Gordon, April 24, 1989. Camp Stoneman was a military base next to the waterfront town of Pittsburg. The District eventually acquired part of it for the site of the third campus, Los Medanos College.
23. *Ibid.*
24. Phebe Ward Bostwick, interview with Ruth Sutter, February 24, 1989.
25. B. O. Wilson, interview with Don Mahan, 1971.
26. J. Graham Sullivan, interview with Dick Worthen, 1987.
27. Bostwick, February 24, 1989.
28. J. Graham Sullivan and Phebe Ward, "A New Community College," *Educational Leadership,* February 1951, pp. 199-202.
29. Porterfield, December 15, 1980.
30. Reed Buffington, interview with Dick Worthen, 1987.
31. *Ibid.*
32. *Ibid.*
33. "Contra Costans Go to College: 23,600 Adults have attended free college classes in many locations throughout the county in 1949-1952...," District publication, n.d.
34. Karl Drexel, interview with Ruth Sutter, April 15, 1981.
35. *Ibid.*
36. JoAnn Woodmansee Nicol, interview with Ruth Sutter, July 19, 1988.
37. Norris Pope and Luella Wyckoff Pope, interview with Ruth Sutter, August 17, 1988.
38. Paul Rodgers and Alice Neilson, "Will the *Real* Founders' Oak Please Stand Out?" *Skrift* (Fall 1963), p. 42.
39. *East Contra Costa Junior College,* October 20, 1950, p. 1.
40. *Ibid.,* September 29, 1950, p. 3.

41. Bess Whitcomb, interview with Joseph King, October 12, 1975.
42. *East Contra Costa Junior College*, October 6, 1950, p. 2.
43. *Ibid.*, September 29, 1950, p. 2.
44. *Ibid.*, June 5, 1952, p. 7.

Chapter Two

THE EARLY YEARS: FROM EAST CAMPUS TO DIABLO VALLEY COLLEGE

The graduation exercises at the site of the new campus in June 1952 presaged identification of the college with a particular location. That, in turn, would be one factor in the development of an identity for the college. Other factors in the 1950s would be the educational program, the role of classified staff members in the day-to-day operation of a growing and changing college, and the students and their participation in college life.

Beginning to Build

In his July 1950 report to the Board of Trustees, Superintendent McCunn wrote:

> Plans for a permanent building program are receiving little consideration at this time since Board and Staff are primarily interested in the development of an educational program that meets the needs of the youth and adults of Contra Costa Junior College District, and which can be satisfactorily housed in temporary buildings. After the educational program has been fairly well established, time and attention will be devoted to the planning of buildings for permanency.[1]

Nevertheless, the search was on for a permanent site for the campus. By fall one had been found in a rural area between Concord and Pleasant Hill. The Contra Costa Junior College District acquired 100 acres, which turned out to be 114 after a post-purchase survey was made,[2] at a cost of $1,725 per acre. The site had been called "Rancho Las Juntas," from the 19th-Century Mexican land grant of which it had been a part.

The Board had already contacted a team of architects and a planning consultant. In August 1951 they were given responsibility for planning the campus. In their initial plan, John Warnecke, Frederick Confer, and Lawrence Livingston, Jr., described a pastoral scene with development potential (see Portfolio):

> A creek, with heavily wooded banks, forms the east boundary and the Contra Costa Canal, part of the great Central Valley Project, runs along the west. Built to irrigate agricultural lands in the county, the canal will provide a much-needed water supply for the arid campus land, now bare except for a few scattered oaks, and it is not difficult to visualize a beautifully landscaped campus with this irrigation at hand.

> Proceeding from the creek westward, the site is fairly flat for a short distance, then slopes gradually upward, forming an irregular pattern of vales and knolls.
>
> Further west the ground flattens out into a plateau. Then it again slopes gradually upward to a small hill near the southwest corner, commanding a sweeping view of the Ygnacio Valley, the oak-stud-studded foothills beyond, and towering Mount Diablo.
>
> The land surrounding the campus is now vacant, but subdivisions are mushrooming rapidly north of Walnut Creek. Obviously it will not be long before the gap is closed....[3]

In the course of the next four decades, "gaps" on all sides would be closed and the student population would grow to more than 22,000. At the time, the planners said they had been "told to consider...a flexible and far-flung program, student body of full-time and part-time, long-term and short-term students, with an eventual full-time equivalent of 3,500 students to provide for."[4]

Staff and students seem to have tolerated temporary arrangements in the early years. What became known as "Building 8," for example, was originally an officers' club at the Naval Weapons Station in Concord. In the account of instructor and later Associate Dean Norris Pope:

> Late one Friday afternoon, about two or two-thirty, Karl Drexel—being the ranking administrator present in Martinez or on campus (Reed, Lee, McCunn, Sullivan were all off someplace)—got a call from the commander of the base over there, who said, 'Look, if you can get this building off the Navy property by five o'clock, you can have it!' Well, Karl only knew one building mover in Martinez, the Trost brothers. The Trost brothers were a fairly impoverished pair; their total equipment really consisted of a surplus Army truck from World War Two, a six-by-five, and all of their family who helped out in moving buildings. They went out there that afternoon, got permission—or were given permission—to knock down part of the fence, and they dragged that building, five in the afternoon, off the foundations and over onto the side of the road, where it sat....

It sat there until a location had been chosen for it and foundation piles put in. It was used for a chemistry laboratory and a biology laboratory and there was room in it for faculty offices and a classroom, too. Later on, Pope said:

> When we were ready to move out to the new campus, this campus [1952-53], we intended to bring the building out here. Karl and others called . . . and got bids.
>
> Unfortunately, the Trost brothers didn't have enough money or reputation to make up the bond, so they couldn't get the job. So Bigge, a San Francisco firm, got the deal. Their man came over on a Monday morning with equipment and some crew, took a look at the

> job and decided he needed bigger and additional equipment. So he took his men and they went back to San Francisco....
>
> In the meantime, they had needed help; Bigge was short of help at that time, available short-term help, so he called Trost and hired the Trosts to come help him, to show up that morning. Well, after they left, the Trost boys showed up. They knew the building was to come out to the new campus, so they just picked it up and brought it out.[5]

On the new campus, Building 8 housed science classes and offices and finally was used as a theater. Luella Wyckoff Pope, the first audio-visual staff member, remembers that "we had the seats in there from the old Fox Theater." And "we had to hoist the projector...we went up a ladder, had to take the projector up on a ladder, and the guys had to sit up there on an improvised platform to do the projecting."[6] Harvey Berman, hired in 1959 to direct the college's drama productions and teach acting classes, tells of the "take-over" of Building 8 and the growth of the speech and drama program in it over the next seven years:

> Building 8...a very nice building.... I'd heard that they were going to be leaving that building and that Dr. McCunn had ordered that building to be destroyed, done away with. He hated the building. I quickly ran to the one person I knew who could help me. That was Clare Luiselli. And I said to Clare Luiselli could you talk to Karl Drexel. Tell him I'd love to be able to teach all of our acting classes, speech classes, and do productions in Building 8. And she followed this up and she did speak to Karl and Karl called me in and he said this is impossible, you know, it should be destroyed. And I said I can turn it into a theater. It will be a speech and drama building. And he consented to my request, and that building became the marvelous theater, the Viking Theater...for seven years, something like that, and in that building the drama program really flourished here. We added instructors in both speech and drama, we began to do four or five productions a year—we did everything from Shakespeare to the Greeks to opera to modern plays—and had a very adventuresome program, all in a building that sat just 100 people and that roasted during the spring, summer, and fall. There was absolutely no air conditioning and no heating in the building. And students froze to death in the winter. But we sold out every single performance year after year.[7]

Then there were the quonset huts. These metal-roofed structures were brought over to the new campus site from the Lawrence Science Center at the University of California, Berkeley. Legend has it that they were first constructed at the Los Alamos atomic bomb development site in New Mexico. They were installed for the college by Lou Borghasani of Lafayette. "And oh were they hot!—there was no air conditioning...no nothing," Coral Bloom, Business area and aeronautics instructor, recalls. There were circus tents, too, for classrooms while the first permanent building was being completed, and "you can think how hot that was!"[8] These large, bright red and white tents (see Portfolio) were divided into makeshift rooms, and the students and instructor in one class could not help but hear and perhaps learn from another. One student who had classes in the tents, Michael Bigelow (now national wire desk editor for the *San Francisco Chronicle*), says "We started out on a warm September day" and "the tents were used until November."[9] Another student who had classes in the tents, Richard Sargent (now a photographer with galleries in Tiburon and at Lake Tahoe), remembers also that during the noon hour students danced to music from a juke box in one of the quonset huts and after final exams they gathered in the parking lot for a champagne celebration.[10]

The building up of the campus was not quite as haphazard as these stories might imply. The plan, simply, was to "pay as you go." The District was committed to this plan from the beginning. Superintendent McCunn insisted that no new taxes be levied, and bond issues were not brought to the voters until the mid-1960s—when they failed to pass. Thus the physical part of the campus community took shape slowly. Groundbreaking ceremonies for the first permanent building were not held until September 1953. This was to be the Library Building, much looked forward to by East Campus' first librarian, Thomas Murray. The second floor, on pillars, was in use before the ground floor, which was completed in September 1955. Then part of the building was given over to classrooms and a faculty office—that is, an office for the faculty as a group. This "gang office" was open and "very busy."[11] There was one telephone, at the desk of Verle Henstrand (then an instructor in the Business area and later Dean of Students), who therefore had to take everyone's phone calls.[12]

Like Building 8, the Library Building underwent a number of changes as the campus building program progressed, although for years it continued to be called the Library Building. It is now the Business Education Building with classrooms and offices on the second floor and the Book Center, Associated Student offices, and Admissions and Records offices on the ground floor.

Developing an Educational Program

The educational program of a college is inseparable from administrative philosophy. Changes in the educational program affect the approach administrators take in managing the college, and changes in their approach affect the educational program. When that program seems to lose definition, observers ask why and look toward administrators for the answer. The first years of this new college are interesting in this regard.

As Superintendent McCunn announced in his report on "The First Year," the primary interest at the outset was to develop the educational program. He established a District Educational Policies Committee, and its members met and discussed policies and the process of policy formation. In question almost from the beginning was the relationship between District decision making and local campus decision making. Director Medsker appointed six faculty members to an East Campus Curriculum Committee. In 1951-52, Elizabeth Johnson (reading teacher and counselor) chaired this group. She became known fondly as "Battlin' Liz." During that year, under her direction, the committee began issuing policy statements. The following year the District Policy Committee reported: "In the matter of *procedure* relative to action taken by this committee, it was agreed that in all cases where topics discussed may fall within the realm of a campus faculty committee, the district policy committee will make its recommendation to the respective campus committee concerned *before* a final decision has been made.[13] The discussions that preceded this determination can only be fantasized. Committee meetings rarely record fusses. But it would seem that about this time lines were being drawn between the District office and the campuses.

As early as October 1950 the faculty at East Campus adopted a statement of philosophy and a list of objectives. During the fifties committees on "Philosophy" and "Philosophy and Aims" continued to meet, reexamining, rewording, rephrasing. In the versions published over the years, however, the constants can be found. These constants suggest that the discussions served more to remind and reaffirm than to revise:

- "respect for the dignity of the individual and belief in the democratic process"
- the college "serves the community"
- "we conceive of the heart of the school as the student and the student as a whole human being"
- "learning is a process of growth continuous through life"

Such ideas formed the foundation for the educational program at East Campus.

"BASIC PHILOSOPHY OF *CONTRA COSTA JUNIOR COLLEGE — EAST CAMPUS*"

as adopted by the staff on October 20, 1950

Contra Costa Junior College is a community institution unique in its vitality and enthusiasm. We, its staff, believe that the worth of education has its roots in respect for the dignity of the individual and belief in the democratic process, which we think, is marked by sensitiveness to the value of each man, woman, and youth, and the realization that one's own awareness can be made broader and richer by sharing experience. We also believe that freedom of the individual in the community and the responsibilities of good citizenship go together.

Contra Costa Junior College serves the community whose needs give the college its existence. It is open to high school graduates who want to prepare for entrance to a four-year college or university, or to get a job, or, not having decided on a job, to be with people of their own age while studying a general course and receiving counseling help. The junior college

is open to those adults in office, factory, shop, field or home, who wish to improve their vocational or homemaking skills; those who seek cultural education; those making up educational deficiencies; and any who can profit from a junior college education.

Contra Costa Junior College functions in a number of ways. It serves the community by working with the schools, especially the high schools. The junior college works with the various community agencies. It serves the community by offering extension courses and classes in various areas of the district. It develops workshops which enable the student to work at his own speed and up to his own capacities while being a member of the group. It offers courses for which need has been evidenced, providing competent teachers for them, and outside of classes it offers well-organized activities for students.

The staff of Contra Costa Junior College hold these concepts in common. We think that learning is a word for many ways of human growth and that teaching is a term for many different ways of helping people to grow. We conceive of the heart of the school as the student and the student as a whole human being. We consider not just his intellect or memory, but the sum of his feelings, beliefs, thoughts, attitudes, and his physical, emotional, and intellectual needs—all these in the unique unity making up his person. We believe, further, that learning is a process of human growth continuous through life. While we concede that education changes people, we also maintain that education changes as people change. Therefore, we do not foster uncritical dependence upon books and other records of an unchanging past; instead we nourish the roots inherent in each person from which grow self-reliance, self-direction, and intelligent use of the culture we have inherited; moreover we encourage each one to share in our democratic culture and to make his own contribution, however modest that may be. We believe in research that is a genuine quest for truth and that makes us better teachers, keenly aware of the changing needs of students. Finally, becoming educated, we believe, means acquisition of knowledge of the outside world and cultivation of insights yielding valid knowledge of self—these so balanced that there is fruitful contentment within each person and harmony with the general welfare of others.

"A FACULTY COMMITMENT TO STUDENTS" (1989-90)

The Diablo Valley College faculty is dedicated to serving the community which gives the college its existence. It is committed to serving those particular educational needs which can appropriately be met by a college, functioning in accordance with the broad purposes and regulations set forth in the Education Code of California.

We, the faculty, hold certain beliefs and concepts which we consider vital to the highest fulfillment of the purposes of this college. Here, then, is a statement of these beliefs and concepts.

We believe we must exert education leadership in identifying the needs of the community.

We assume a certain degree of maturity and preparation on the part of *our students. In serving their needs we recognize that these students come to us with a variety of academic expectations and a variety of objectives as well as with a variety of proficiencies. We recognize that there are many kinds of intelligence and skills and that we have the obligation to help students to develop understanding and skill through proficiency-building experiences which are appropriate college work.*

We further recognize that the choice of an education program is made by students in terms of their aspirations, interests and abilities. Although this responsibility must ultimately rest with students, the college also has a responsibility to provide experiences both inside and outside the classroom which will enable them to make this choice a realistic one. We recognize that although students in different programs have different objectives, all programs are of equal importance.

We believe that respect for the dignity of the individual and belief in the democratic processes are fundamental to good education. This belief implies sensitivity to the value of each person and realization that one's own awareness can ba made broader and richer by sharing experiences.

We believe that freedom of the individual and the responsibilities of good citizenship go together. We encourage the individual to share in our democratic society and to realize his/her own self-worth through making his/her own unique contributions.

We conceive the heart of the school to be the student and the student to be the whole human being. We consider students to be the sum of their feelings, beliefs, thoughts, attitudes, and their physical, emotional and intellectual needs. Hence, we encourage self-reliance, self-direction, intelligent use of the elements of our cultural heritage and a genuine and critical quest for truth.

We believe that teaching is a term for many different ways of helping people grow and that learning is a word for many ways of human growth and is continuous throughout life. We believe that learning takes place through the active process of thinking, feeling and doing; and that formal education is the most desirable institutionalized means for motivating learning. This includes the development of the students' tools for learning.

We believe that learning must be meaningful and that learning is transferable, provided learning situations are sufficiently generalized. We further believe that transferability depends in part upon an understanding of the interrelations of knowledge and that the college has a responsibility to organize its instructional program so that this interrelatedness can be taught directly.

We recognize that each discipline has its own integrity and that the college has a responsibility to achieve a balance between specialization and generalization in the organization and presentation of subject matter.

We believe, finally, that close student-faculty relationships contribute to learning and to a favorable atmosphere in which to work.

Basing our practices on the foregoing, we are committed to the following:

> *Providing students with a general or liberal arts education and training them for employment in semiprofessional, vocational and technical fields.*
>
> *Offering students planning a higher education two years of study in four-year college and university-approved courses.*
>
> *Making available to all students a wide range of counseling and guidance services.*
>
> *Assisting students in expanding and enriching their awareness of themselves and others.*
>
> *Aiding adults to advance their present skills, learn new ones and broaden their knowledge that they may improve their circumstances and that of their community.*
>
> *Maintaining the college as the cultural center of the community, enriching its people by way of the forum, public lecture, music, drama, and the arts.*

The catalogs, schedules of classes offered, and minutes of committee meetings provide evidence of efforts to implement educational objectives. In the District catalog published for the 1950-51 academic year,[14] the emphasis is on students' occupational interests. The 1951-52 catalog adds descriptions of adult and community services. Also, the course offerings have been reorganized: while the first catalog gives an alphabetical listing of courses, the second and later catalogs group many of them under subject area headings.[15] This is a change in approach.

We should set this change, along with the development of a philosophy for the college, in a context of educators' ideas at the time. Local officials and legislators expected community colleges to offer courses in occupational education, in preparation for transfer to a four-year college or university, and in general education. In sorting out these expectations, new faculty members at a new college could rely on administrative leadership or they could try to influence the direction of development. At East Campus they sought influence and they were encouraged to do so by the first administrators.

Some of the ideas of the first administrators have been referred to in Chapter One. Here, more information about occupational education and general education is in order.

Educators were then using the term "terminal education" for vocational and occupational programs, although even the people who used it laugh about it now—it sounds like a disease. According to Phoebe Ward, it referred to programs in both general education and occupational education that students would complete shortly after graduation from high school.[16]

Ward's book on the subject is instructive about attitudes and goals for community colleges in the 1940s, and it is especially interesting for this history in that she was on the District staff for the first year. The book brings together findings from studies of nine junior colleges, including Wright Junior College in Chicago, where Medsker and Buffington had worked. In the introduction, she writes that occupational training is considered preparatory for a variety of jobs, and that general education is "to meet the needs of the student." That is, general education is not considered to be liberal arts, college preparatory, or "diluted" transfer courses. The goal, she says, is "education for living...earning a livelihood in a technological society." Population changes, changes in technology and thus in occupations, and faith in education are the factors she emphasizes in arguing for the importance of the junior college, and she ties in an obligation to the community. Junior college students "need beyond all else also a concept of civic virtue and individual morality to enable them to occupy useful places in society." She draws attention, too, to women's needs for occupational training and for general education.[17]

A statement of goals for general education had been developed and adopted at Wright Junior College, and it is interesting to compare them with the objectives of the first faculty at East Campus. The goals at Wright included understanding and appreciating one's physical and social environment and becoming aware of and appreciating the best in one's cultural heritage. The problems of the day are referred to, and the goal was to solve them "in terms of human welfare." Participation in public affairs is another goal. The goal of critical thinking is described as "developing a love of truth, regardless of consequences, and the ability to draw valid conclusions from data." Others included having a desire for continued study and the ability for self-directed study; acquiring facility and accuracy in expressing oneself and in understanding the expression of others; and making a wise selection of a vocation.[18]

Objectives adopted at East Campus in 1950 were to help each student

> in exercising the privileges and responsibilities of democratic citizenship; in developing sound moral and spiritual values by which he guides his life; in expressing his thoughts clearly in speaking and writing, and in reading and listening with understanding; in using the basic mathematical and mechanical skills necessary in everyday life; in understanding his cultural heritage so that he may gain a perspective of his time and place in the world; in using methods of critical thinking in the solution of problems and in the discrimination among values; in maintaining good mental and physical health for himself, his family, and his community; in developing a balanced personal and social adjustment; in sharing in the development of a satisfactory home and family life; in the intelligent choice of an occupation and the development of vocational skills; in taking part in some form of satisfying creative activity and in appreciating the creative activities of others; in understanding the interaction of himself with his biological and physical environment so that he may better control and adjust to it.[19]

The group that prepared this list acknowledged as a source a General Education Workshop held at the University of California, Los Angeles campus, during the summer of 1950. Among those who attended this conference were Humanities instructor Herman Chrisman, District Family Life Education instructor Jane Castellanos, and Richard Worthen, who was later hired as an English and Communications instructor. The conference, sponsored by the UCLA Department of Higher Education, was run by B. Lamar Johnson as a visiting professor from Stephens College in Missouri. Johnson had been influenced by the ideas of Max McClean, one-time Director of the University of Minnesota General College and then head of the UCLA program for higher education. McClean and others who were frustrated by difficulties in establishing a general education curriculum among academics whose orientations were in specific disciplines created a "General College" as a separate department. In 1950 McClean was being called "Mr. Higher Education" at UCLA. He was said to be "pro-people" and "humanistic" in his approach to higher education. He advocated a curriculum that spoke to "relevance" and teaching methods that were intended to engage students' experiential as well as conceptual understandings. This approach led to a curriculum composed of courses such as "Culture and Society" rather than Anthropology and Sociology, "Communication" rather than English or Speech. McClean talked of instruction that "takes them [the students] where they are" and "capitalizes on their strengths rather than penalizing them for their lacks."[20]

Also presented at the conference was the concept of "group dynamics." Paul Sheats of the UCLA staff, a founder of the Adult Education movement, was among those who believed that citizen participation was basic to democracy and that using and teaching the techniques of group dynamics would be the best way to achieve increased participation.

All of this became known as the "function" approach to education. The curriculum was designed to show how knowledge functions and learning experiences were designed to develop the student's ability to function effectively in life.

This approach coordinated with the one Medsker and Buffington brought to East Campus. Buffington said recently that few community colleges "have the same commitment to general education as DVC."[21] He once defined general education as "what a man needs to function in a democratic society," and he believed a general education program was justified in terms of "its own intrinsic values" and not as a preparation for something else.[22] Thus it had to grow up on its own, apart from the tutelage of the conventionally departmentalized university programs. Buffington and Medsker saw the University of California, Berkeley, as an obstacle to general education in California's community colleges, and they determined to keep East Campus free of such outside influences if possible.

One instance of this determination was in the selection of course titles and numbers. They were to be independent of and therefore different from those in use at the university. In January 1951 a Subcommittee on Communication recommended to the Curriculum Committee "that no attempt to follow the system of any four-year college or university be made, that instead Contra Costa Junior College, East Campus, develop its own course designations."[23] Some instructors then felt they had to explain to students at the beginning of a semester that a particular course—the U.S. history survey course, for example—was really equivalent to the course at Cal.

Another instance, perhaps more far-reaching, was in a refusal to "track" students through levels of difficulty in a subject by offering separate courses, as was being done in other junior colleges and in many colleges and universities. According to Buffington, "unity of a general education approach makes opposition to tracking inevitable; just as fragmentation of society must be resisted, so must fragmentation of subject matter."[24]

The organization of the general education program at East Campus was influenced by the model of the University of Chicago undergraduate program and by the experience Medsker and Buffington had at Wright Junior College. In the model, subjects were grouped into "areas" such as the Social Sciences, the Humanities, and the Physical and Biological Sciences. Each area had at its heart an introductory course, required of all students, which was intended to demonstrate the interrelatedness of knowledge and which stressed general concepts and process over discrete, specialized items of information. The substance, in Buffington's view, was composed of conceptual essentials for participation in a democracy. And it was the substance he hoped to bring to the new college's curriculum, not the form.[25]

In spring 1951 Charles Collins, one of the faculty members on the Curriculum Committee, surveyed faculty members to see the extent to which each course offering met one or another of the objectives that the faculty had adopted. He concluded that the responses were necessarily subjective; however, "it seems apparent to me from the results that if we are to give each student an opportunity to meet each of these objectives, then we will have to provide some core curriculum to include the areas of communication, science, social sciences, and humanities."[26]

The general areas established were Humanities, Science subdivided into Physical and Biological course groupings, Social Science, and Communication. During the 1950s the Curriculum Committee and instructors in the subject areas worked on courses that would show the area of knowledge as a whole and at the same time foster the development of skills and understandings expected of "generally educated" persons. The Social Science General Course, for one example, was taught by all the instructors in the Social Science area as a core course. They talked it over formally and worked it over informally and the result was a good deal of commonality in the several sections of the course they offered.[27]

However, the core introductory courses were not mandatory and the core course concept was hard to maintain over the years. Growth of the college may have been a reason, inasmuch as agreements on the goals of general education became increasingly hard to reach as faculty and student numbers increased.

There was a course, though, that was required of all entering students in the early years: Psychology A, titled "Psychology for Effective Living." The college catalog described it as partly orientation to college and partly personal development:

> Introduction of students to the problems of adjustment to the junior college and to one's family and friends: mental health for effective living; effective study and reading habits; relation of interests, aptitudes, and skills to educational and occupational accomplishments; sources of occupational information; techniques in getting a job; and preparation of personal records—through lectures, discussions, forums, projects, and individual counseling.[28]

Much of this wording would be discarded by the 1960s, but it is worth seeing that a personalized, individualized approach to students' development was intended. This approach appears also in the Communication area's early workshops in reading, speaking, and writing. They carried no units of credit, and over several semesters a decline in enrollments, and Superintendent McCunn's belief that the instructors were not doing very much with them, led to their disappearance from the college's offerings in 1957.[29]

With regard to occupational training, the first District catalogs show that a number of programs were established at West Campus in Richmond which were not offered at East Campus. This was partly because of the facilities available at the industrial site chosen for West Campus. It reflected, too, the influence of Graham Sullivan, whose background had been in occupational education, and of the first West Campus Director, John Porterfield. In Porterfield's account of the origins of the District, he refers to a lack of "background" in junior colleges and says that "my philosophy grew out of my high school experience.... I was very much committed to the idea that [the junior college] ought to be for Joe Doaks—definitely I'd never had an elitist orientation. In broad terms, certainly everybody [himself, Medsker, McCunn, the Board members] was very much alike." Further, the continuation classes of the Richmond Unified School District were brought in as part of the program at West Campus. Karl Drexel, commenting on this, said "So they got a full-blown vocational program, and some technical courses, that we [East Campus] couldn't have at all in the first two years because we were housed over in Martinez. As soon as we did move over here [the present site], we moved into the technical area, and then gradually moved into more of the vocational type."[30]

In the meantime, the college offered occupational programs that did not require capital outlay for equipment. The business programs were the most extensive. Of them, the "Distributive Education Program"—courses in merchandising techniques—got special attention with a brochure of the schedule of classes for the fall semester 1950; it was published in cooperation with a Retail Merchants Advisory Committee. Seven instructors taught in this program, out of a total of 25 for the new college as a whole. In the summer session planned for 1951, nearly a third of the courses were in the Business area. The following year new business classes were offered, and by the 1953-54 academic year 17 "occupational trades" were being detailed in the District catalog with four programs offered only at East Campus: petroleum technology, police training, sanitary technology, and vocational nursing.

By then, faculty and administrators at East Campus were discussing their philosophical approach to occupational education as well as the practical aspects of occupational programs—space requirements, equipment, and costs. Out of their discussions came a statement that included the idea of training not only for a specific job but also for "a family of skills." The "needs of this community" were important. The statement concludes:

> The junior college staff believes that students and faculty in the occupational areas are full participants in the college program. The staff recognizes that there are many kinds of intelligence and skills and that the choice of a program is a matter of interest and abilities.... Occupational courses, moreover, contribute to the junior college program just as all courses in the curriculum contribute to occupational training. Finally, the staff believes, the occupational student benefits from taking his related instruction in classes with students from other subject areas and participating in the general education program of the college.[31]

The college was subject also to recommendations from other institutions, such as the colleges and universities to which its students transferred, and from accreditation agencies. When the district was first established, no national or regional accrediting organization for junior colleges came into the picture. The district had, of course, been approved by the State Department of Education. Designated transfer courses were recognized by other colleges and universities, and the general education courses were transferrable to state colleges and other institutions. Also, attendance by veterans under the G.I. Bill of Rights was approved.[32] But the accrediting organization was the Western College Association. Its survey team visited East Contra Costa Junior College in spring 1955.

Up to then the college had been treated as a developing institution and, as such, it was generally commended in all areas of operation. The team noted in its report, however, that the general education program was "still in the period of experimentation" and recommended that units in the "elective" group of courses be increased so that students could take course work in all four general education areas. The team saw that requirements for transfer and for vocational programs cut into the general education pattern, and advised the college to make more efforts to insure that the general education goals were understood.[33]

In fall 1957 a Committee for Analysis and Discussion of the Accreditation Report was created. It was composed of the Director, the Dean of Instruction, the Faculty Association President, and four faculty representatives. The charge to this committee was to conduct a self-study in preparation for the visit of an accreditation team during the 1960 academic year. The method was survey and interview. Interviews were conducted with—incredibly—every faculty member, for opinions about the college's progress since the 1955 accreditation visit. The committee decided that broad discussion of the philosophy of the general education program was needed. From its study, it concluded that a major area of concern was the fit between the college's philosophy and its programs.[34]

Around the same time, faculty pressure was growing to include more introductory and discipline-centered courses under the general education rubric, and many counselors believed that students should have more choices. Some argued, too, that it should be possible to have a course related to one's major also fulfill a general education requirement.

The clash between philosophic principles and practical considerations that these points illustrate would be heard again and again in the coming years. Educational programs and administrative philosophies have been examined and re-examined. Buffington commented, "You need a certain amount of turmoil—you can't walk, one foot before another, without being a little off balance."[35]

Campus Work, Day-to-Day

For the people who came to the college from the local communities, the philosophic concerns may not have been as important as knowledge of where their classes were offered, what would be offered and when, how to enroll, and whom to see to help identify goals and chart one's future. These things were the work—sometimes demanding *("you wanted it when?")* and sometimes supremely boring *("again?")* and always essential—the foot work and paper work of the classified staff.

In the fifties and early sixties the staff was small and the arrangement of work space made face-to-face interaction with students, faculty members, and administrators unavoidable. The hub of the campus, after the move from the Martinez school with its rotunda, was in one of the temporary structures, Building 3, which housed the administrative offices. Faculty members checked in there daily, and many students came there to the Student Personnel Office. When the Library Building was completed, all paths crossed on its first floor. Near the entrance were the telephone switchboard and a counter with a sign-in book for faculty members. The administrators' offices extended along a hallway, and nearby was a center for secretarial services. There was even more interaction between the members of the campus community in that arrangement than there had been in Building 3.[36]

When asked about this period in the college's history, members of the classified staff remembered first the problems they saw students facing, then problems for faculty and administrators, and finally their own problems as part of the institution and as District employees.[37]

With regard to students, Doris Peck, for example, mentioned parking problems first. As secretary to the Dean of Students (later, to the President and then to the Chancellor of the District), she was concerned with student-sponsored activities. She remembers problems of students on probation, and she remembers graduations which got "quite hectic." Clare Luiselli, who started out at the college in 1953 in the Admissions Office and later worked as Fiscal Services Officer for the District (she is currently Director of Business Services at Los Medanos College), remembers students' questions about articulation—how the college's course and program offerings would transfer to other colleges.[38]

Members of the classified staff, working as closely as they did with faculty as well as with administrators, were sensitive to the build-up of differences between the college and the District Office. They had their own differences with policies and actions of District administrators, for that matter.[39]

For a period of about five years, while McCunn was Superintendent, the women on the classified staff did not get a raise but the men did. Women who did get a raise in salary were working at the District Office, not on the local campuses: "One year we really got upset because Drummond McCunn came out and told us there was no money for raises but he was going to give us Kaiser [Kaiser Permanente health plan] for ourselves. ...And then he turned around and granted $50 a month raises—and this was an area where people were making $350-$400 a month—for people working in the District Office." At that point the staff formed an informal salary committee and got information from other junior college districts. One of them, San Jose, was using the Cooperative Personnel Services of the State Personnel Board, and the staff got a copy of the San Jose report "and then we met with people at Contra Costa College and got their agreement...and we made a proposal to Drummond McCunn that there be a study done, a salary survey, so that there would be some reasonable, objective, fair and impartial way of treating people in terms of [salary] rates and [job] classifications." This occurred during McCunn's last months as Superintendent, however, and the study was not done until he left and the college administrators took charge of District business.

Another problem was the need to add classified staff positions as the college grew. When a position was requested, "we were told there was no money for it, and then...McCunn had a friend...and created [a position]."

The staff felt that this was arbitrary and unfair. Luiselli comments:

> There was a shared value system on campus that was common to managers as well as faculty and classified. We all knew everything that was going on. Say, you'd go through the budget process and you'd put in all your line item things that you really needed and they'd go over to Martinez and you know Reed [Buffington, as Assistant to the Superintendent after 1957] would go through it and say 'okay, this looks okay,' and Drummond would go through and blue pencil those things he didn't like.... There was no sense of priorities...no discussion with the campus.

Working together, classified staff members knew each others' jobs and could fill in for each other in case of need. Pat Spelce, who also began her employment at the college in the Admissions Office, recalls that this was part of the sense of community on campus during the early years. Later, as the campus spread out physically and as job classifications became more specific, this aspect disappeared.[40]

It was not all work for the staff. In these early years, when numbers were small, they participated in college social life along with students, faculty, and administrators. There were potlucks at the old Farm Bureau building in Concord and end-of-week gatherings at local watering places. The secretaries invited their "bosses" to breakfast at the Concord Inn. And there were teas on campus—"the classified got to put on their aprons and serve."[41]

A number of people who began their association with the college as students continued as employees on the classified staff. Business instructor Doris Thomas encouraged and recommended them from the first year on, and when the Professional Office Training program was established in 1964 some of the students who obtained their certificates in it were recommended for positions at the college. Cheryl Hudson is one of them. She remembers "riding that rickety bus over the hill from Antioch" in spring 1965 to attend classes in the program. Not just office skills were taught, she says. Appearance and demeanor were also important. Doris Thomas and Ruth Saye recommended her for an entry-level opening in the secretarial center. After working in the "steno pool" she became a division secretary, then a dean's secretary at Los Medanos College; currently she is the Administrative Assistant to the President at DVC. Like many faculty members, many members of the classified staff have had long tenures with the college and the District.[42]

Students in the Fifties

"One of the most important, but difficult, aspects of communication is the appropriate and effective involvement of students in the total institutional operation," John Porterfield said in 1971, during a period of political turbulence on campuses across the country.[43] This turmoil would not have been forecast in the 1950s, an era when the most newsworthy campus demonstrations seemed to be panty raids and boisterous beer bashes at ball games. Yet even then East Campus students had and were expected to have regular means of access to decision making.

Some of these means, these attempts to involve students, are described below, as are students' concerns. The charts on pages 273-276 are included to show demographic trends in the student population. Well over half, for example, were men, but the proportion of men to women decreased gradually over time. Many students in the fifties had served with the armed forces. World War II veterans were represented in the first classes at Camp Stoneman in fall 1949. In following semesters more enrolled, and they were joined by veterans of the war in Korea. However, enrollments increased steadily at the college during the fifties, and by 1959 one-fourth to one-third of the high school graduates in the central and eastern parts of the county were enrolling.

The students came mostly from central Contra Costa County but in small numbers from other parts of California and the nation. In Director Medsker's first annual report in fall 1952,[44] Concord is most represented and the largest proportion of high school graduating classes comes from the Mt. Diablo District. Other districts caught up over the next few years. Michael Bigelow, a graduate of Mt. Diablo High School in 1954, judges that "more than 50 percent of the students in his class planned to go on to college but that he, for example, had few options given his parents' financial resources and a scholarship helped out at the junior college." He says further "that people he knew were planning on college, not just going for a job."[45] It can be added that the transfer rate to state colleges and the University of California campuses was and remains the highest in the state.

By 1959, college administrators were compiling more demographic and survey data on students' backgrounds and goals. In fall 1959, 4,981 students enrolled; 61 percent of them were in part-time or evening classes and among all the students 66 percent were men. The largest numbers of those enrolled in daytime classes were residents of Concord, Pacheco, Walnut Creek, and Lafayette. Nearly two-thirds of the students in daytime classes were 19 years of age or under. Only 11 percent were over 30 years of age. Most of the day students were single, but in this student population more women than men were married (26 as against 12 percent).

This survey noticed also the occupation of the head of family and compared the data to figures for the state and for the county. At DVC, the surveyors found, more students came from the professional-technical group of occupations, more from managerial and proprietary occupations, and fewer from the categories that included farming, clerical, skilled, semi-skilled, service, and unskilled laborers. People at Contra Costa College in the more industrialized Richmond began to refer to their affiliated campus as the "country club college."

With regard to plans for the future, just under half of the daytime students expected to graduate—get the A.A. degree—and a little over two-thirds "definitely" planned to transfer to a four-year institution, the largest number of them to the University of California, Berkeley, and the next largest to San Jose State College. The main categories of their intended majors were listed as general education (19.22 percent), Business Administration (12.79 percent), Engineering (11.10 percent), and Professional (nursing, medicine, law—9.88 percent). But almost one-third did not specify a major, and the stated objectives of those who did not intend to transfer to another college included an "undecided" group of 27.8 percent. This picture has in it also the occupational goals of these students: the category of "other and undecided" amounted to 35.7 percent.[46]

To provide a structure for student participation in campus governance, a Student Council was elected at the beginning of the fall semester 1950 and committees and clubs began to be formed almost immediately. Council members were elected in the several sections of the required course "Psychology A." Some of them chaired student committees, and they appointed committee members, "choosing them from all walks of student life to give everyone an equal voice in student affairs."[47] There were 17 Council members, and nine committees were planned for. All of this in a student population of about 350.

The Associated Students formed a Student Welfare Committee whose first members were Jack Hall, Thelma Brigman, and Glen Brown. They wrote a list of 10 "student conduct rules." These included prohibitions against liquor on campus or at campus events and gambling on campus (because it violated the State School Code and also because "it is not typical of the conduct expected of college students"). Parking and traffic regulations were to be observed "especially on streets adjacent the campus." And "the *Library reading room* should be used solely as a study and reading room. It will prove more valuable to the majority of the students if the noise, talking, etc., is kept at a minimum."[48]

The whole set of rules appears to be haunted by Puritan strictures, but it was derived from the State Education Code and local concerns as well as behavioral standards of the time. A constant problem was the carrying-on at the back of the Library room, Luella Wyckoff Pope remembers.[49] It was a trysting place.

In the *Campus Compass* for 1962-63 another "conduct code" appeared; its guiding principles were courtesy and consideration of others, but the Student Council also recommended penalties for infractions.

In one form or another, campus communication got a great deal of attention from the start. As the campus grew, people would worry about a lack of communication. At first, however, it was assumed that there were ways of creating communication and, through it, community.

The first student newspaper, *East Contra Costa Junior College*, began publication in fall 1950. Two years later a 50-minute radio program was planned with KECC (AM) in Pittsburg. It broadcast news and music. By spring the following year the program, "The Viking Speaks," was scheduled to be produced on campus. In the meantime, some competitiveness had developed between the radio program and the student paper. Both were important to the college, but it might be said that the radio broadcast was more likely to reach beyond the campus community. It continued to speak from the campus for more than a decade. The paper, as the *East Campus* and the *Viking Reporter* and the *Enquirer,* has continued to be a source of information, debate, opinion, and pride—state and national awards show that it, too, reaches beyond the campus community.

Students, again in the Psychology A classes, chose a mascot for the college—"Vikings" (the reasons for this choice are not clear in the records)—and designed the first student body card, which was to be sold for $5.00 to raise funds, although purchase of it was not mandatory. School colors were green and gray at first but then changed to green and white. Students also joined in planning open houses, which took place during the American Education Week in November.

Student assemblies were instituted as a way of making students aware of their college and its activities. An example from 1951:

> **INAUGURATION CEREMONY**
> **HELD IN FIRST ASSEMBLY**
>
> ***The first student assembly of the new semester was held at the CIO Hall [Martinez] Fri., Feb. 9, during the College Hour. A formal welcome was given to all the new students and those returning for the second semester by Mr. Medsker. The main event of the assembly was the inauguration of the student body president and the installation of the student body officers for this term....***
>
> ***After a short speech(?) [sic] from Mr. Buffa and Mr. Pope, Miss Helen Darrow presented to the student body proceeds from the sale of food at a Snack Bar held in the rotunda at registration. Thanks are to be extended to Miss Young for the decorations at the Bar.***
>
> ***The assembly was closed with a rally for the Hartnell and Monterey games.***[50]

School songs were composed by students in 1952. "Fight Song" and the "Banners" song, pp. 42-43, are by now mute testimony to college loyalty and spirit.

College spirit was fostered about and at athletic events, which faculty and staff and administrators attended regularly in the early years. Recalling game-time energies, Norris Pope cautioned "Don't sit by the football coach's wife!"[51] Toward the end of the fall semester 1952, a football banquet was given for the East Campus Vikings. In attendance were District and local campus administrators, Board members, the coaches, and high school coaches and team captains from around the county. Awards were given to L. C. Joyner (most valuable player and outstanding back) and Sal Siino (outstanding lineman). Gifts that would probably not be given in the 1980s were combination cigarette cases and lighters, given by the team to coaches Hugo Boschetti and Hal Buffa.[52]

With much hope, a trophy case was planned for installation in the Student Activities Building (its construction began in February 1956). The money for it depended on fund-raisers and donations.[53] After more than two years the hope was justified; a room in the Student Center has been called the "Trophy Room" ever since.

The college yearbook, intended to make the college last for the students, if only on a bookshelf, was a lively publication with a small budget. It was published from the academic years 1951-52 through 1956-57, when the will and the means to produce it seem to have weakened. Faculty, staff, and students who have come to the campus since that time are surprised that there ever was a yearbook. There was. It was another effort to keep people in touch with the college and each other.

In 1954 still another and more unusual means of intracampus communication was established: "Town Hall," meetings for open discussion of matters of concern to students and faculty members. "Communication," "freedom of communication," "freedom of speech"—these were the descriptions of the purpose of the meetings. The idea for Town Hall came from the Educational Procedures Committee and interested students. The Faculty Association acquired and donated an old locomotive bell (the story is that it was obtained by Dick Worthen from an uncle who was a railroad man) and a tower was built for it (see Portfolio). The tower was donated by Columbia Steel and dedicated by the Veterans Club on campus as a memorial to former students who lost their lives in the war in Korea.

Ringing the bell signalled the start of a meeting. Michael Bigelow remembers the meetings but not much about the issues discussed in them. "The fifties were quiet, but opening up," he says.[54] Verle Henstrand said in a panel discussion in 1961 that topics at these meetings ranged from "Bermuda shorts to traffic lights."[55] Don Brunner, chemistry instructor since 1951, smiles when asked what the Town Hall meetings were like; "kind of chaotic," he says, and recalls "mundane" issues like parking and bathrooms. He does not see it as part of a decision-making process.[56] John Kelly mentions meetings "at someone's home in the evening to prepare topics for discussion" at Town Hall; he remembers a "fascist" who was "trying to run it and we had to sit on him."[57]

In retrospect, we might see Town Hall as a kind of binding agent for the growing institution. There was the bell tower and an element of ceremony in gathering near it. Students come and go, but the bell tower stays and the meetings can bring them together. With expansion and age, the binder dries, is no longer enough to hold the college community together. The college does not fall apart. The bonds become more complex. Town Hall meetings stop, as did publication of the yearbook, the bell tower is taken down to make room for a new building, is put back up and few notice[58]; maybe there are other ways for students to be part of the college and for the college to be part of the students' lives.

Of course administrators and faculty members provided encouragement and the wherewithal for these activities. And a few campus movers and doers could be counted on. Some students were involved in campus-wide activities for several semesters. Most, however, were not. In this respect East Contra Costa Junior College did not differ from other parking-lot colleges; students' interests and ties included the college but were not focused on it.

On July 1, 1958, the names of the two colleges in the Contra Costa District were changed. "West" became Contra Costa College, and "East" became Diablo Valley College. A change had been discussed by East Campus's Student Council as early as November 1950.[59] Later, it was a topic at Town Hall meetings.[60] In 1956 a student committee drew up a list of names, but no action was taken for another year. At registration for the spring semester 1957, students were asked to choose from a list or propose another name for the college. Jack Dress, chairman of the naming committee, said it was the students' responsibility to name the college, and to think intelligently about their selections. A reporter wrote that "the reason for the name change is because of the confusion between the east and west campuses at conventions and college functions. With the possibility of the third campus in an area more to the east, confusion would increase."[61]

The names suggested were "Oakmont College because of the oak groves in this area and the view of the mountain, Contra Monte, which means across from the mountain, and Diablo Valley giving recognition to the location of the campus." The latter point may be disputed,[62] but that was the name finally agreed to by the Board.

The two campuses had diverged in many ways from the beginning of their existence. Changing their names implies recognition of their distinct identities. The editor of *The Viking Reporter* wrote about the year of the change (see below) without any reference to the other campus.[63]

EDITORIAL COMMENTS...

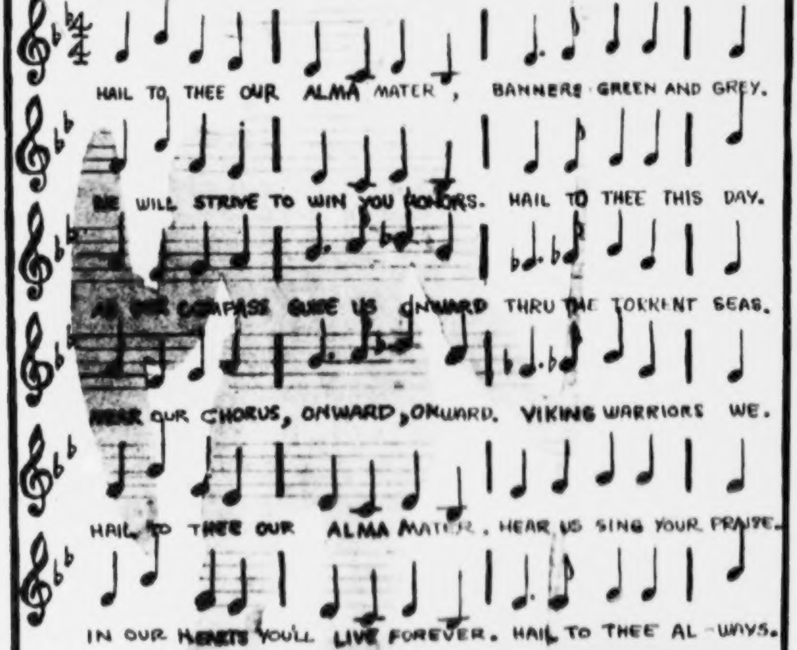
> ***Nearing the close of her first decade of existence, East Contra Costa Junior College concludes the 1957-58 school year by becoming Diablo Valley College on July 1. ECCJC has continued to expand year-by-year building on a "pay-as-you-go" basis. Duiring the past two years we have seen a completed Student Activities Building, a new gymnasium and maintenance building, and a Technical Education Building which will be available come September. Many assets have been added to our campus alone during this past year. A new international organization was set up for a closer relationship between the foreign and American students. A new***

trophy case was presented to the college by AGS; the extended day program in relationship to college activities became more organized; spouse cards were made available for the first time to the husband or wife of a student holding a Student Activities Card; an organized photo department was set up. A $2,500 Hi-Fi was installed in the Student Activities Building and a precedent was set by ICC's "Nordic Holiday" for future traditional purposes. The Viking Reporter *became the twenty-fourth college member of the California Newspaper Publishers Association. Town Hall, as usual, was a tremendous help to campus problems and is considered responsible for the college name change. Besides this and more, ECC took several athletic championships. Along with the good we must remember the debit side only to profit from the mistakes made. The problem of thievery was a shameful one; the slovenliness in the lounge causing the Viking Council to take action and close it twice was also a disgraceful blow to the college. We have no yearbook to show for the $900 plus, lost in the depths of the Viking Council budget; and a persisting problem existed throughout the year with the apathetic students and their lack of interest in the college. ECC's ten main college objectives and the well-established philosophy have acted as a foundation for many accomplishments made. Perhaps our weaker points were due to the lack of responsibility which each of us has taken in different shades and degrees. If it has been profitable to suffer from the mistakes we have made and to continue with the accomplishments, Diablo Valley College will be among the "top notch" two year institutions in the nation. And there is no doubt in my mind that the close student-faculty relationship on campus will help make it so. A final farewell to the Class of 1958 and East Contra Costa Junior College and many successful days ahead to those returning and the new Diablo Valley College.*

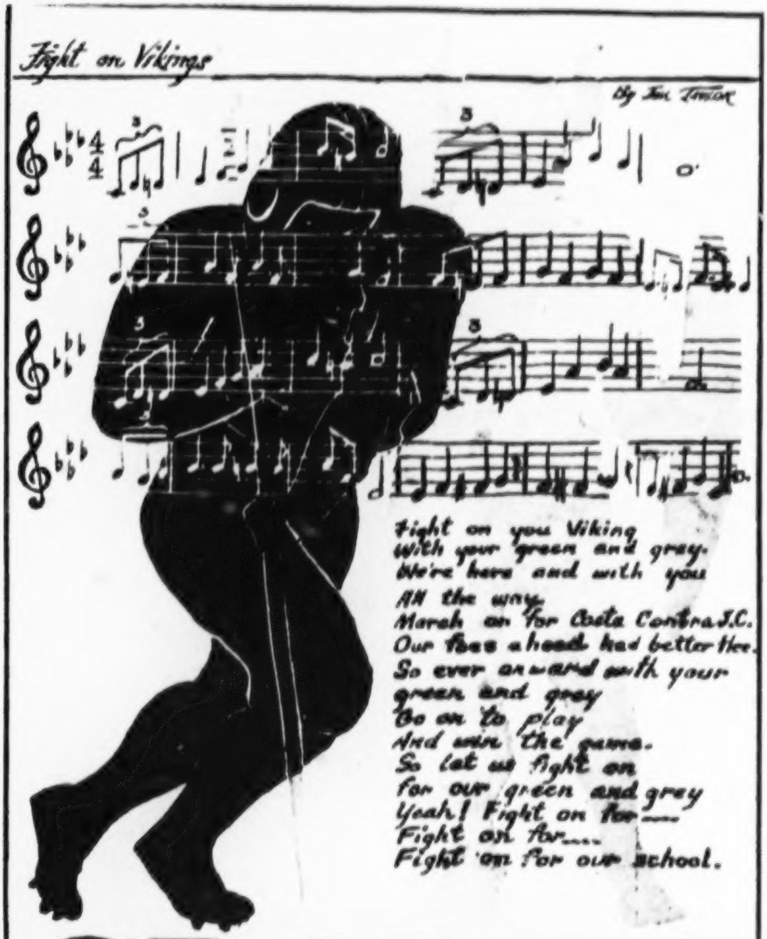
OUR HYMN

Banners Green and Grey

By Betty Herman


HAIL TO THEE OUR ALMA MATER, BANNERS GREEN AND GREY.
WE WILL STRIVE TO WIN YOU HONORS. HAIL TO THEE THIS DAY.
AS OUR COMPASS GUIDE US ONWARD THRU THE TORRENT SEAS.
HEAR OUR CHORUS, ONWARD, ONWARD. VIKING WARRIORS WE.
HAIL TO THEE OUR ALMA MATER, HEAR US SING YOUR PRAISE.
IN OUR HEARTS YOU'LL LIVE FOREVER. HAIL TO THEE AL-WAYS.

GRADUATES



Fight on Vikings

By [illegible]

Fight on you Viking
With your green and grey.
We're here and with you
All the way.
March on for Costa Contra J.C.
Our foes ahead had better flee.
So ever onward with your
green and grey
Go on to play
And win the game.
So let us fight on
for our green and grey
Yeah! Fight on for----
Fight on for....
Fight on for our school.

SPORTS

Notes to Chapter Two

1. "The First Year...," Contra Costa Junior College District of Contra Costa County, Martinez, Califonria, July 1, 1950 [p. 10].
2. George Gordon, interview with Ruth Sutter, April 24, 1989.
3. *Planning a Plan: The Approach to a Master Plan for the East Contra Costa Junior College,* including a first report by architects John Carl Warnecke, Frederick L. R. Confer, and planning consultant Lawrence Livingston, Jr. (San Francisco, December 15, 1951), p. 6.
4. *Ibid.*, p. 5.
5. Norris and Luella Wyckoff Pope, interview with Ruth Sutter, August 17, 1988.
6. *Ibid.*
7. Harvey Berman, interview with Ruth Sutter, May 3, 1989.
8. Coral Bloom, interview with Ruth Sutter (while watching biology instructor Ferdinand Ruth's films of the college in the 1950s), March 22, 1989.
9. Michael Bigelow, interview with Ruth Sutter, January 20, 1989.
10. Richard Sargent, interview with Evelyn Garabedian, May 13, 1988.
11. Bigelow, January 20, 1989.
12. Pope, August 17, 1988.
13. Minutes of the District Educational Policy Committee, March 1953.
14. A District catalog was published until 1962-63, when the two campuses began to issue their own catalogs. DVC's catalog has since included the faculty statement of philosophy.
15. The 1950-51 catalog lists, for example, Art, Architectural Drawing, Auto Body and Fender Repair, Auto Mechanics, Biology, Botany, Business, Carpentry, Chemistry, Communication (separate from English), and so on. The 1951-52 catalog lists many of the separate courses but has these groupings: Sciences (Biological), Sciences (Physical), English and Journalism (including Communication courses), and Social Sciences. For the year 1952-53 there are 11 groupings that include all courses: Business, Engineering, English, Homemaking (including Family Life Education), Humanities, Foreign Languages, Mathematics, Occupational Trades, Physical Education and Health, Natural Science, and Social Science.
16. Phoebe Ward Bostwick, interview with Ruth Sutter, February 24, 1989.
17. Phoebe Ward, *Terminal Education in the Junior College* (New York: Harper & Brothers Publishers, 1947), pp. 4-22. This book was sponsored by the Commission on Terminal Education of the American

Association of Junior Colleges. Leland Medsker was a member of the Commission and Secretary of its administrative committee when the book was authorized.

18. *Ibid.*, p. 44
19. "Objectives of *East Contra Costa Junior College*" as adopted by the staff on October 27, 1950.
20. Richard Axen, interview with Don Mahan, April 1989.
21. Reed Buffington, interview with Dick Worthen, 1987.
22. Reed Buffington, interview with Don Mahan, 1972.
23. Memorandum from the Subcommittee on Communications to the Curriculum Committee. Subject: Recommendations for the Catalog for 1951-52, January 30, 1951.
24. Buffington, 1972.
25. *Ibid.*Karl Drexel remembered that University of Chicago textbooks "were here and were used as guides" for core courses in the main subject areas; "general education was transplanted from the University of Chicago, in a sense.... Of course the faculty that were on board then were really responsible for the development of the courses that were later to become known as the core courses" (interview with Ruth Sutter, April 15, 1981). Earl S. Johnson, Professor of Sociology and Chairman of the Divisional Master's Committee in the Social Sciences at the University of Chicago, was said by Buffington, Porterfield, and Drexel to have been an important influence. Four of his students have been associated with DVC: Reed Buffington, Charles Sapper, Lenard Grote, and Ruth Sutter.
26. Memorandum from Mr. Collins to Mr. Buffington, May 8, 1951.
27. Charles Sapper, interview with Ruth Sutter, May 3, 1989. John Kelly, in connection with comments on general education, writes: "The notion of integration as I viewed it in practice was to have the teacher survey the subdisciplines, the parts of a larger one—thus, not sociology, but psycho-socio-cultural anthro. I took that class from Porterfield and profited from it—but it was a survey. The biologists surveyed zoology, botany and bacteriology—actually, they hunted for the common basic concepts across these subjects. The humanities taught the history of Western Civilization but linked the events and ideas to the arts... As we developed the objectives for the Social Science requirement, we tried to get the *student* to integrate several fields, not in an abstract or verbal form but in applying the principles or insights of at least two fields in the analysis and proposed solution of a problem" (letter to Ruth Sutter, May 9, 1989).
28. Catalog of the East Contra Costa Junior College District, 1950-51.
29. John Kelly, interview with Don Mahan, Ruth Sutter, and Greg Tilles, May 3, 1989.

30. John Porterfield and Karl Drexel, interview with Ruth Sutter, April 15, 1981.
31. "A Statement of Guiding Priniciples for the Development of Occupational Education at East Contra Costa Junior College," November 24, 1953.
32. Catalog, 1950-51.
33. "Report of the Survey Committee on the Visit to East Contra Costa Junior College, March 28, 29, 30, 1955," Commission for Accrediting California Junior Colleges, Western College Association.
34. Committee for Analysis and Discussion of the Accreditation Report, 1957.
35. Buffington, 1987.
36. Doris Peck, Pat Spelce, and Clare Luiselli, interview with Ruth Sutter, July 12, 1989.
37. *Ibid.*
38. *Ibid.*
39. *Ibid.*
40. *Ibid.*
41. Cheryl Hudson, interview with Ruth Sutter, July 17, 1989.
42. *Ibid.*
43. "It Could Happen Here," an Address to the College Community of Diablo Valley College, April 21, 1971.
44. "They Came to College in 1952," East Contra Costa Junior College.
45. Bigelow, 1989.
46. "They Came to College in 1959," Diablo Valley College.
47. *East Contra Costa Junior College,* September 29, 1950, p. 1.
48. Associated Students, Contra Costa Junior College, East Campu "Student Conduct Rules," submitted to the Student Council by Chairman Jack Hall of the Student Welfare Committee, n.d.
49. Luella Wyckoff Pope, interview with Ruth Sutter, July 28, 1988.
50. *East Contra Costa Junior College,* February 16, 1951, pp. 1, 4.
51. Norris Pope, interview with Ruth Sutter, July 28, 1988.
52. *East Contra Costa Junior College,* December 4, 1952.
53. *The Viking Reporter,* January 31, 1957. "Traditions" at the time included Associated Student awards for leadership, citizenship, scholarship, and service; honorary life-time student body cards for all-around contributions to the college; athletic awards; and "Norscars"—the college's equivalent of Hollywood's Oscars—presented at a combination awards and variety show known as the Norseman Awards (see the student handbook *Campus Compass,* 1957-58). The Norseman

Awards event was first held May 13 and 14, 1955, under the auspices of the Associated Students.

54. Bigelow, 1989.
55. Panel discussion recorded at Diablo Valley College, October 23, 1961.
56. Don Brunner, interview with Don Mahan, Ruth Sutter, and Greg Tilles, October 19, 1988.
57. John Kelly, May 3, 1989. Minutes were taken at the first such meeting, a planning meeting held in Dick Worthen's home on October 12, 1954. Present in addition to Worthen were John Porterfield and Lenard Grote and seven students. These were the members of a subcommittee of the campus Educational Procedures Committee.
58. At least one student noticed. Alan K. O. Tan wrote, "Commensurate with its contruction, the first Town Hall Council was established to correlate student affairs and program town hall meetings when the need arises. The Council was also set up to conserve the Bell Tower and town Hall meetings, both of which have become traditions on the DVC campus. Today, that Bell Tower is silent.... Have DVC students ever wondered what the bell tower would say if she could converse aloud in everyday English?.... It would be a plea" ("DVC Had a Little Bell," *Skrift,* Spring 1963).
59. Minutes of the Student Council, November 10, November 20, and December 8, 1950.
60. Mark Verlander, "Former Students Plan Big Reunion," *The Enquirer,* May 21, 1982.
61. "Name Change Gets Green Light," *The Viking Reporter,* January 31, 1957.
62. In point of geographical accuracy, that is (Isabel Sargeant, interview with Ruth Sutter, February 9, 1989). Ruth Galindo, President-emeritus of the Concord Historical Society, says Diablo Valley is north and east of the mountain—roughly the Clayton Valley corridor, and not west of the mountain (interview with Ruth Sutter, October 10, 1989).
63. "Editorial Comments...," *The Viking Reporter,* June 6, 1958.

Chapter Three

THE EARLY YEARS: ISSUES

The college was little more than eight years old when the editor of *The Viking Reporter* wrote of "apathetic students and their lack of interest in the college." The heart of the college was still the student, but students' hearts were often elsewhere. Students were present-minded with regard to the draft and income and personal relationships, but future-minded, too, as most of them looked toward their own futures outside the college. College personnel were concerned with students' futures, as is shown in the first part of this chapter. In the second part, some of the concerns of the faculty members during this period are described. The question of faculty organization was raised, and it was answered with the establishment of a Faculty Association that included administrators. The role of the Faculty Association in the college became increasingly important over the next few years. The most dramatic issue it dealt with in the late fifties and early sixties was the relationship between college and District decision-makers. Discussion of that issue forms the last part of the chapter and leads toward a culmination of the conflict as described in Chapter Four.

Concerns of the Times

Forecasts that the Selective Service Act would be revived were published in Contra Costa County newspapers early in 1948. The new act was passed in June of that year. An editorial in the Gazette said "a small sacrifice now" would prevent a larger one later.[1]

The term "cold war" was becoming part of everyday language. Articles suggested that the technology for atomic weaponry was spreading to other countries, putting the United States—and peace everywhere—in danger. At the same time, proposals were being offered for peaceful uses of atomic energy in this and other countries.

Perhaps in search for certainty in an uncertain time, some local, state, and national office holders insisted on expressions of loyalty to the United States. In California, loyalty oaths dated from the time of the Civil War, but they had not been widely imposed and got little public attention. Now, directors of state agencies, such as the Department of Social Welfare, began to call for them.[2] Schools, colleges, and universities required them of employees. These were statements not just of allegiance. They included disavowal of association with organizations that sought to "overthrow the government." Refusal to sign a loyalty oath on religious or constitutional grounds made an individual vulnerable to accusations of disloyalty. Joseph McCarthy, in the United States Senate, seemed to turn accusation into a fine art in the late forties and early fifties. The fear of subversion, however, was pervasive. In Contra Costa County, a chapter of the John Birch Society was formed, and through the fifties and sixties its members supported outspokenly patriotic candidates and conservative ballot measures while they said that others were Communist-inspired and threats to the nation's security. Their opponents emphasized protection of civil liberties and the Bill of Rights as the means of insuring the preservation of American traditions and values.

The war in Korea intensified fears. Communist North Korean troops had moved into the Republic of South Korea in June 1950, and U.S. troops were sent into action in the area that summer along with other member nations of the United Nations. Contra Costans seem generally to have been in support of U.S. involvement. News articles, editorials, and letters show no organized resistance to calling the young men of the county into the armed services—quite different from attitudes that developed during the war in Vietnam in the sixties and early seventies.

At the new college that fall, the student paper began to give its readers specific information about the draft. It continued to do so on a regular basis for many years. The Selective Service Act was meant to bring into the armed services men 19 to 25 years of age, with registration for the draft at 18 years of age. Eighteen-year-olds could enlist. There was a proposal to lower the draft age, and Director Leland Medsker reported to the faculty and staff that the American Association of Junior Colleges "agreed to stand behind induction of young men at age 18½ *provided* there is adopted a plan of combining military service with education and of utilizing existing educational institutions in such a program."[3] Students went to the counselors for advice about deferments. Educational deferments as announced were based on enrollment and the student's intention to continue enrollment. The college had to verify attendance and class ranking of male students. It was up to the student to request the verification.[4]

The war ended in August 1953. The draft continued. And a new course was created and offered in fall semester 1953: Psychology 9, "offered exclusively for boys...is a semester course designed to erase the confusion in young men's minds about Selective Service and to clarify other military problems." Robert Lindsay, one of the first counselors at the college, was the instructor. "Since practically every man must enter the service for at least two years under the Military Service program," he said, "their attitudes should be such that [the] time will not be a total loss to them." The same issue of the newsletter that described this course announced recruitment for naval officers and for the army reserve.[5] There is no evidence in campus publications at this time of lack of support of the nation's foreign policy.

During this period the college sponsored and participated in many international relations activities. In April 1953, for example, a student delegation played the part of Norway in the Model United Nations sessions held at the University of California, Berkeley. "ECCJC...organized the small European countries to follow the policy of the United States and Great Britain. The opposing issue, which would give territories self-governing power in eight years, was backed by the Arab states and the Soviet bloc. The Western nations won out in the matter."[6] The college sent delegates to a Student World Affairs Council at Asilomar, California; its theme was "Latin America in World Affairs—1953" and its main topics were "the historical evolution of the republics, inter-American Relations and Latin America's Role in International Affairs." There was a World Affairs Club on campus with dues of $1.00 a year. On occasion it held rummage sales to send people to these conferences. A world affairs series began in September 1953 and was open to the public as well as to students. An "International Club" was one of the most active groups on campus. The student newspapers gave a great deal of space to features on foreign students and to student exchange programs. The college participated in the World University Service, raising funds for students in other countries. In the late fifties a "Hetero-Poli Club" held meetings on current events such as integration in the schools and science education. On the latter issue, *The Viking Reporter* began a series of "inquiring reporter interviews" on February 7, 1958:

> *We Ask...*
>
> **ARE THE FEDERAL GOVERNMENTS' SCHOLARSHIPS SHOWING A BIAS?**
>
> ***Editor's Note:***
>
> ***This is the first in a series of inquiring reporter interviews presenting opinions of ECC students on various subjects of current concern. The opinions expressed are not necessarily those of the editors of* The Viking Reporter.**
>
> **by Ellyce Moore**
>
> ***In recent weeks many articles and editorials have been written concerning the Eisenhower program which calls for granting 10,000 scholarships annually for four years, with emphasis on courses in science and mathematics.***
>
> ***Nearly everyone seems to agree that strengthening America's educational system is one of the most urgent problems facing the Nation in the current race with Russia, but this question is asked of ECC students:***
>
> ***"Should the Federal scholarships be limited to math and science students?"***
>
> ***Richard Omania, Concord soph, feels that "other fields such as liberal arts are just as important. Other studies such as psychology, anthropology, and sociology may have a direct bearing on the application of math and science."***

> *Bob Stevens, Walnut Creek soph, points out that "since the money is to be appropriated for the advancement of math and science, then with that purpose in mind, only math and science students should receive these scholarships."*
>
> *Elma Becker, Concord soph, with a negative answer feels that "music and the arts are equally important." She feels that [if] "math and science scholarships are to be available, then they should be available in other fields too."*
>
> *Willie Butler, Pittsburg soph, also with a negative answer states that "it would show prejudice toward one particular group of students." He concluded, "equal distribution should be made to include other students as well."*
>
> *Bertha Jablonn, Pleasant Hill frosh, with a negative attitude says a blunt "no" to the question in hand. She continues, "I feel that science and math students can obtain scholarships offered by large corporations more readily than can students who are majoring in fields not of primary interests [sic] to these corporations."*
>
> *Darol Townsend, Antioch soph, feels that the "scholarships should be limited to math and science students."*
>
> *Furthermore, he states that "if Federal scholarships are available in all fields, then the government won't get a return in math and science students, which is their ultimate goal."*
>
> *Merre Hilleary, Pleasant Hill soph, pointed out the possibility that "students may major in math or science to obtain a scholarship, then after completion of their education change their field of occupation."*
>
> *Ron Parker, Lafayette soph, feels that it would be "discrimination" if the Federal scholarships are limited.*
>
> *Virginia Conley, Concord soph, wanting Federal scholarships for math and science students states, "since the government is mainly concerned with promoting interest in these fields, (math and science), it should be in a position to limit the scholarships to students who qualify in these fields."*
>
> *Money for the scholarships is not the answer, states Lisa Boyd, Lafayette soph. "Rather the lack of interest is the main problem. I don't believe in government subsidized education," she concludes, "unless as a last resort."*
>
> *It is the general consensus of ECC students interviewed, that Federal scholarships should be offered in other fields as well as science and math.*
>
> **Next week's inquiring reporter interview will seek the opinions of students on the question: "Should ECC have a math requirement?"**

In spring semester 1958 four journalism students went to the International House at the University of California, Berkeley, to meet with six

Russian editors of youth publications. The Russians' tour of the United States was sponsored by the U.S. National Student Association as part of the State Department's cultural exchange program at that time. The DVC students who met them—Pat Cecil, Sal Veder, Marso Vasquez, and Paul Hinkle, all on the staff of *The Viking Reporter*—said they "discussed with them everything from the Russian 'ruble' and Pravda editorial page to television and freedom of speech. The American student editors noted a sense of humor in the Russians equal to that of most Americans."

On October 24, 1958, a writer for and later editor of *The Viking Reporter*, Gary Bogue (currently a columnist for the *Contra Costa Times*), headlined "American Heritage Day This Sunday: DVC Site of First Annual Patriotic Program." The program was sponsored by the District administration. George Gordon, as President of the Board, presided over the event, which featured speakers from both of the campuses in the District and choir music by the DVC A Capella Choir. Superintendent McCunn hoped that a similar event could be offered to the community on a regular basis, each with a focus on a particular "heritage." On this occasion the focus was on the Bill of Rights. Local seekers and holders of political office were invited to address college assemblies throughout the fifties. On one occasion, Congressman John F. Burton was the guest in a discussion of "Russia's Sputnik."

The Contra Costa Junior College District and the Contra Costa Press Club co-sponsored newspaper institutes. Superintendent McCunn usually introduced the speakers at these events, and they included representatives of business (P G & E, for example), academia (political science and journalism departments at various northern California colleges), and government (State Senator George Miller, Jr., one year, and William F. Knowland another). These events were social as well as informational, with entertainment off-campus and dinner at the campus cafeteria.

From the start, it was the policy of the District to reach out to the community. The Superintendent fostered relationships especially with local businesses and industries. He was aware of the trends in the county's growth. In the county as a whole 331 new or expanded industrial plants appeared between 1947 and 1956, and 9,107 permits for building construction were issued between June 30, 1956, and July 1, 1957, alone. In the central part of the county, the populations of Walnut Creek, Concord, and Danville tripled between 1950 and 1957.[7]

Reaching out with regard to the area's occupational needs involved finding "coordinators" for the programs and then setting up advisory committees. As noted in Chapter Two, more occupational programs were begun at West Campus than at East. In the 1953-54 District catalog, 17 "occupational trades" are listed but courses in only four of them are offered at East Campus: petroleum technology, police training, sanitary technology, and vocational nursing. The following year five more were added: dental assisting, electricity, electronics, fire training, and supervisory training. By the 1959-60 academic year, 10 other programs had been added and of the total of 29 that were listed that year four were offered only at DVC: apparel design, dental assisting, law enforcement, and hydraulics.

Occasionally faculty committees recommended that such courses as "vocational adjustment" be offered, but those proposals were not adopted. Another committee proposal that appeared from time to time with various titles was for a course on the history of economic development. Dean of Instruction John Kelly notes that the definition of general education as "meeting life's challenges" was "popular with some of our teachers who argued for inclusion of Introduction to Business as a general education course because we must live in a business society and should understand it—or Bookkeeping, since we must all keep accounts and pay taxes. This is a reasonable approach but endless in possibilities."[8] That this approach was taken by some of the faculty shows, however, the mix of ideas in a college that promoted a mix of students with varied educational goals—occupational, general education, and transfer.

Many students in the occupational programs worked and attended the college as part-time students. Class meeting times were scheduled to accommodate their needs. By 1959, extended-day course offerings had been developed in all areas to the extent that a separate brochure for them was published.

The college also tried to help students find part-time jobs. A placement service was introduced in October 1951 with the announcement: "There are jobs available all over the County for the students who must have steady part-time work."[9] The first director of this service was Herman Chrisman. During the national economic recessions of 1953-54 and 1957-58, writers in the student newspaper reported the decline in job opportunities with such headlines as "Part Time Jobs Scarce for College Students," "Employment Outlook Is Not Very Sunny," and "Employment Status Still Doubtful." One feature was headed "No Openings Now":

> The following letter from a local company is an example of the job situation at present. This letter was received by Dick Sargent a student at junior college.
>
> Thank you for your interest in.... We regret however that we have no openings at the present time as we have completed the staffing of our plant. We do not anticipate any future openings and we have stopped taking applications for this reason.
>
> Should our needs change in the future we will resume taking applications.
>
> Thank you for your cooperation and understanding.[10]

A student loan fund helped some of the struggling students with immediate needs. The fund was established in the spring semester of 1953 by a newly formed East Contra Costa Junior College Faculty Association. Karl Drexel, as Dean of Student Personnel, was in charge of dealing with the applications. The loans at first were for amounts up to $15.[11] This seems meager now, but the minimum hourly wage at the time was $0.79. It was raised by Congress to $1.00 in 1955.

Students planning to transfer to another institution were concerned about their preparation at a junior college for upper-division college work and about the transferability of the courses they were taking. Karl Drexel and Charles Collins began making visits to the transfer institutions—to the University of California, Berkeley, and to San Jose State College, for examples—to talk with students after they had transferred. Their reports were positive and the accreditation survey team in 1955 commended the practice.[12]

In addition to these responses to student and community needs, another way of reaching out to the community was through Family Life Education services. Courses were planned to give parents information in lecture and discussion settings and also to offer "supervised parent-child laboratories in which the children become a part of the instructional process."[13]

The philosophic foundation for this program lay in the ideas of general education described in Chapter Two. Jane Castellanos puts it this way: "One idea is that general education is what is common to everybody, so family life education is a natural part of it. Another is that knowledge is not divisible, cannot be fragmented, so family life education demonstrates interrelatedness—for example, chemistry, for nutrition." Phoebe Ward had hired her with the plan of establishing outlying locations for the program, which would include anything that had to do with needs of the family. Castellanos called herself at the time "the migratory professor of family life education," going wherever she was asked to go with short-term and semester-length courses. In the context of the times, the program was controversial. Castellanos recalls that there were "competing ideas everywhere" over use of money for family life education for working parents. "During the [Second World] War there were nursery schools for working mothers" but then a reaction set in based on opposition to mothers working. Phoebe Ward, she says, was "very much committed." She had "an unusual capacity to instigate and nourish new approaches but she always kept in mind academic quality. She had great respect for adult students and insisted that regardless of the program...community college students should be assured of well-prepared and theoretically sound classes."

Castellanos says that the Board did not want classes for pre-school children. Instruction should be for parents—"really the only hint of any negative view of the parent-education program. Phoebe Ward, Graham Sullivan, Karl Drexel, George Madison, and Reed Buffington all gave the impression that they were staunchly behind the parent nursery and for a number of years behind other vestiges of the FLE program (the Centers had proved too costly).

Ward encouraged also marriage education courses and these were "frowned on"—"people have been getting married for thousands of years, why do we need a course in it?" Castellanos notes the recent revival of interest in child care. "This is periodical. During the War child care was significant, a lot of money was spent, centers set up, and then all this disappeared. When the college built a nursery school—unheard of!"[14]

> **The Viking Reporter,** ***March 6, 1959***
>
> ***Letter to Editor:***
>
> ***I would like to take this opportunity to thank you for the fine article in your paper concerning the Parent-Child Lab. It aroused my curiosity to such an extent that I enrolled as a part-time student the very next day. Miss [Marjorie] Armstrong is a grand person and has a fine class for the parents on Thursday nights. Our little boy, Larry, age four, begins his formal education next Tuesday and can hardly wait. I am sure it will be a tremendous help to him to "bridge-the-wide-gap" between home and primary school.***
>
> ***Once again, may I say thanks so much for the news article; without it I would never had known the [sic] Diablo Valley College had a course such as this, to offer. My only regret is that I didn't read about it sooner.***
>
> ***Sincerely yours,***
>
> ***Mrs. W. P. Grandy***

Women's concerns on campus were addressed as early as spring 1953 by the formation of an Associated Women Students organization. Organizers announced its purpose: "to orient freshmen to college life activities and to work with other organizations to prepare plans for campus activities.[15] The following fall someone tried to start an Associated Men's Club, but no one came to the meeting that was called to organize it.[16] An Associated Men Students club did, however, later become one of the important campus groups participating in social events. Then there was a Women's Recreation Association which sponsored a "Sports Day" with Mt. Diablo High School, potluck supper meetings, and other events.[17] Its first faculty advisor was Helen Lindgren, a physical education instructor and later counselor and always active in college concerns. Instructor Wilma Wright began offering a course specifically for women in fall 1954, years before "women's studies" as such were instituted in colleges across the country. She announced it as "a new part-time course in Personal Development" and taught it at various off-campus locations.[18]

The establishment of a junior college district in Contra Costa County had been controversial, but only a small proportion of the residents had engaged in the controversy. Once the colleges were in their midst, their existence was approved. College personnel reached out to the people and worked to draw them in. The first classrooms at East Contra Costa Junior College—the elementary school in Martinez and the tents and the quonset huts at the permanent site in Pleasant Hill—were deplored, and there seemed to be little to draw people other than students to the campus, yet they were drawn by the musical and theatrical events and the public affairs forums.

The building plans for the campus got positive publicity. The Master Plan for the site was featured on the cover of the main Contra Costa County telephone directory in 1957. A special section in the *Contra Costa Gazette* in fall 1957 was devoted to progress in building. The temporary buildings were still in use, but the Library Building and the Gymnasium had been completed and, the reporter says, "Completion of the Student Activities Building early this spring was a high point of interest for the student body. It provides a cafeteria, dining room, lounge, meeting area for conferences and workshops and the headquarters of the Associated Students and Student Council."[19]

Contractors began construction of the Technical Education Building in October 1957 and the Life Science Building and Science Center in January 1959. Construction of the Physical Science Building began in spring 1960. This was the era of responses to the Soviet Union's launching of Sputnik; educators along with the general public were paying more attention than before to science education. Superintendent McCunn and the Board approved the inclusion of a Museum and a Planetarium in the building plans. They would draw people from the community to the campus. In fact, they were much used by school and other community groups in the following years. Stan Byrne oversaw the development of the Museum, and Erda Labuhn was Museum Director until 1978, when the cutback in funds resulting from the passing of Proposition 13 led the Board to eliminate that position (see Chapter Eight).

Faculty Concerns

The 1955 accreditation survey team said of the faculty, "In a conference with teachers, the Committee found that the faculty were highly pleased with the degree to which they participated with administration in the development of the over-all college programs."[20]

The formal way for faculty to participate was through committee recommendations to administrators. As established in fall 1952, the standing committees—Curriculum, Educational Policy, and Evaluation—were each composed of six faculty members and one student. The Curriculum Committee had subcommittees in the subject areas. In a small faculty a large proportion of people could thus have a say. There was also a good deal of informal consultation, or conversation, that led to policy formation.

A college-wide "Emphasis Program" brought faculty members together in discussions of values. Students were seen to be cheating, and they had somehow to be taught not to cheat. That was not the only source of concern, but in a caring faculty it gave rise to general discussions of behavior in relation to values.

The focus in 1953-54 was on "Moral and Spiritual Values." One topic was the contrast between authoritarian and democratic societies. The faculty was surveyed about the results of their discussions and most thought the program should continue but few thought it filtered through to the classroom.[21]

In fall 1954 a plan for subject area presentations was proposed to and approved by the faculty. The plan, as developed over the next two years, was for teachers in each subject area to make presentations to the whole faculty about their area: objectives, courses, methods of teaching and evaluation, relation to other subject areas, relation to college objectives.[22] A taped recording of the Humanities area presentation gives an example: Herman Chrisman (Humanities and Political Science), Alan Scholl (Music) and Clark Fails (Foreign Languages) described teaching in terms of the interrelatedness of knowledge. Talking about music, Scholl said:

> Music in education can only properly be understood as part of aesthetic education. Nothing exists by itself. Nature, man, culture—all are organic. All are connected and related. Man performs such functions as the intellectual, moral, spiritual, social, economic, political, physical, domestic, recreational, and aesthetic. A complete education of and for these functions presupposes that music be included for the aesthetic, as well as for some of the other functions.

The presentation, made on two days, covered course content and teaching methods as well as relations with other areas.[23]

Faculty and administrators studied their work together. Labor-management relations were not much talked about on the campus level. At West Campus, teachers had joined a local of the American Federation of Teachers in 1950.[24] Reactions to the firing of a teacher there, Stan Jacobs, were much in the news in spring 1953.[25] Teachers at East Campus formed their own organization in the academic year 1952-53.

This Faculty Association, the East Contra Costa Junior College Faculty Association, was not begun as a labor organization per se nor as a political body within the District. However, as an organization it was in a position to call for discussion and action on issues. An early example: According to Lenard Grote, a first-year teacher in the Social Science area in 1954, Superintendent McCunn made a speech at a party which came to be called the "first cabin" speech—he said and repeated that this District would be going "first cabin" and also took the occasion to "bawl out" the faculty.[26] John Porterfield remembered that the "first cabin" speech came after a play put on by Bess Whitcomb and that part of it "was take-off on Drummond but it was good natured," and that Drexel was "the star of the performance." At the party that followed, "Drummond took the occasion to tell the faculty how the cow ate the cabbage, and you're here to teach, you're not here to do this and do that and the other thing. Clearly an indication that he considered teachers to be artisans, journeymen, they're to do as they're told."[27]

Some faculty members thought of the Faculty Association as a way to take a stand against such a view. Porterfield and Dick Worthen thought the faculty should affiliate with the California Teachers Association.

Administrators were included in faculty associations and in the CTA at that time if they wished to join. The AFT view was that inclusion of administrators opened the way for them to co-opt the faculty, which had its own interests in wages and working conditions, interests which differed from those of the administrators who employed them. At East Contra Costa Junior College, faculty leaders wished to maintain the relationship with administration that gave them influence in local campus issues and policy formation. Thus the Faculty Association was a way of conserving the local faculty-administration relationship and protecting it against inroads from outside. The image its presidents[28] presented for three or four years was one of an organization that promoted positive educational goals, not one of an opposition party to administrative decisions either on the local or on the District level.

The Faculty Association held meetings on specific issues, such as students dropping out of college, and on general questions, such as "What is the proper function of a college faculty?" Members made contact with the American Association of University Professors and agreed on adoption of the AAUP statement on academic freedom. They made contact with the Center for the Study of Democratic Institutions in Santa Barbara, California, which was founded and headed by Robert Hutchins, past President of the University of Chicago. Ralph Tyler of the Center provided support for a generalist approach to higher education. Nationally known scholars such as Kenneth Burke were invited to the campus to talk with the faculty and make presentations. Such events were held on evenings and week ends so that people from the community could be included.

The College and the District

Director Medsker began publication of a staff newsletter at East Campus in 1951 as "an experiment." The first issue reported on the work of the Curriculum Committee, enrollments, and community service events such as a lecture by Dr. Grace Morely, who was Director of the San Francisco Museum of Art.[29] In the second issue, Medsker informed the staff about a meeting he had just attended of the American Association of Junior Colleges. The keynote address, he wrote, was by President Hancher of the University of Illinois and its title was "The Case of Western Democracy vs. Russian Communism." He said he planned to get copies of it for the faculty. "We were made to feel certain long-term responsibilities as educators in the struggle."[30] The following year, on his return from another AAJC conference, he wrote that the theme was "Junior Colleges—Their Freedom, Integrity, and Democracy" and quoted Alvin C. Eurich (former acting president at Stanford University and Vice-president of the Fund for the Advancement of Education): "We have developed a fear complex as far as intellectual freedom is concerned. This fear has undermined the nation psychologically" and the need is for a "strong faith in ourselves and what we stand for."[31] Medsker wanted to share such concerns with the faculty and staff; his quotations were meant to be points of departure for at least informal discussion.

By 1953 the newsletter itself had become pretty informal. It was subtitled "News and Notes about Us and Ours" and included a lot of items about the social lives of campus personnel and their family members. Summer travels were reported on. The Women's Club's "backwards party" (come dressed backwards) was announced. In one issue a puzzle was offered which would have been impossible to solve less than a decade later: match faculty last names with their family members' first names.

This local, familial newsletter was incorporated into a District newsletter in the summer of 1953. The purpose of the "Staff Memo," as the new District publication was called, was to provide information about matters of interest to both campuses and to the District. Included in the first issue was a page on the District "Public Information Policy." This statement of policy had been occasioned by State Assembly Bill 339, the Brown Act that prohibited secret meetings of public agencies. The Board had adopted a general policy and specific points about board meetings and publication of information. Since access to District decision making and to the Board was to become an issue for faculty advocates in coming years, it is worth noting specific points in this policy:

> The Board of Trustees of the Contra Costa Junior College District considers itself quite literally a trustee not only on behalf of the citizenry of the College District as a whole, but of each citizen as an individual, as well. Accordingly, it intends that each individual be given full and objective information on matters of public interest, in recognition of the part which information plays in the proper functioning of democracy. Recognizing also the central role of the press (including all such media as newspapers, radio and television) in informing the public, the Board affirms its duty to work with the press to the end of keeping the citizens informed, and hereby pledges its cooperation with the press to best achieve this purpose.

All meetings were to be "conducted openly," except in the case of personnel matters. Copies of reports considered at the open meetings were to be made available. News releases were to be sent out and "special care will be taken to see that all sides of controversial issues are represented in accordance with their presentation at the [Board] meeting." The Superintendent or his delegates were to answer "in a full and objective manner all requests for information about the business" of the District except in personnel matters or when the time required to answer them would be "unduly disruptive of regular operations."[32]

Board meetings had been held in various parts of the county at first, and when that seemed inconvenient and the meetings were poorly attended they were held alternately on each campus. Later, with the establishment of the District Office in Martinez, they were held there. Some faculty members attended meetings out of interest. Classified staff members felt that they would not be welcomed at Board meetings. In the early years, there were few occasions when people attended because of the volatility of a particular issue.

In October 1952 the Board adopted a resolution on political activities. In the preamble, the Board recognized the importance of consideration of "current political, social, and economic issues as a part of the course of study [in higher education]." Since junior colleges are in a free public school system and the "function of their program is to educate all pupils regardless of their race, creed, political, and social affiliations," all employees of the District, "both certificated and classified, must at all times be and remain impartial, while in line of duty with the District, in connection with political campaigns and issues." Therefore, taking a stand or campaigning must be done "on the employee's own time and off the premises of the District." This included wearing lapel buttons and displaying or distributing political campaign materials and circulating petitions. However, "The right of employees of the District to petition for redress of grievances involving the operations of the District is expressly preserved.[33]

There were indications of trouble to come. One early instance was a conflict over legislation to extend teacher tenure. In 1954 the Faculty Association announced its support of a CTA resolution favoring the legislation, while McCunn and the Board opposed it. McCunn told Medsker of his displeasure with the Faculty Association's action, and Medsker communicated it. Charles Collins was President of the Faculty Association. He had planned to teach during the summer session but he was then denied the opportunity. He requested a hearing before the Board, and subsequently resigned his position at the college. Lenard Grote said: "We thought we had a right to express our beliefs. Drummond thought we should sit tight and shut up." From McCunn's point of view, the established lines of power should not be interfered with and the college should be seen to serve established social and economic programs. Grote was initially impressed with the Superintendent's keeping the faculty apprised of financial realities, but he believed firmly in the right of the faculty to speak its mind.[34]

By 1956 tensions between the college and the District were increasing. Faculty and staff members talked about the turnover in administrative positions and put the blame on the way the Superintendent treated the other administrators at both District and college levels. An administrator who stayed on, Karl Drexel, believed that McCunn's behavior was objected to very early. There were

> little things like when Lee Medsker first arrived. He came here with a lot of fanfare. He was the shining light of the junior colleges throughout the nation. He was President of AAJC and was really lured out here by Drummond and others. And a little thing like this: He wanted to finish his doctorate at Stanford, and Reed [Buffington] wanted to finish his, and I wanted to get a doctoral degree. Well, we would have to go during the summertime, full time, and [McCunn] would not allow Lee to use his vacation time to go to school, to Stanford, full time. And all the work that Lee finally did, and all the work that any of us did at Stanford was on vacation time, but we had to be on campus every day for at least half a day. So, it meant that simply we commuted to Stanford that summer, and took a full load, which we were able to do, and get all our classes in the morning. And then, eat our lunch on the way home, be back on campus by one o'clock.... He did a lot of that sort of thing. So, it wasn't long before people began to wonder what kind of man this McCunn was.[35]

Graham Sullivan, who resigned in 1956, said later that there was a period when the administrators "weren't interfered with at all" but then McCunn began to play "one against the other." Sullivan's problems with McCunn began in 1954 and increased in 1955, when he had been asked to serve as President of the Contra Costa County Development Association and McCunn told him, "You don't have time." In 1956 he had an offer from Stanford University and accepted it; he was "unable to support the administration" at the Contra Costa Junior College District any longer.[36]

And then Medsker took an opportunity to resign. He had been on leave and during his absence the Board adopted a policy limiting administrative leave time and requiring administrators who over-stayed the allotted time to return as teachers. Other changes were being made in his absence. McCunn named Reed Buffington as Assistant Superintendent, which puzzled faculty members. The occasion of Medsker's resignation was an invitation from the University of California, Berkeley, to head a research project on junior colleges.

Drexel was then named Director of East Campus and George Madison became Dean of Instruction (replacing Buffington). Drexel's close association with the entire college community from the beginning made his selection as Director obvious and acceptable. His administrative style was to be always available to all members of the community. He considered himself to be simply one member of it. He continued the procedures and practices begun by Medsker and Buffington to involve the faculty in policy development. He appreciated the concept of academic freedom and respected the work of the faculty as teachers and scholars. Yet some on campus and in the District Office thought of him as ambitious, and blamed him when the conflict between the college faculty and Superintendent McCunn came to a head in 1961 and 1962.[37]

Meanwhile, Grote had run for the presidency of the Faculty Association for the year 1956-57 but was defeated by Liz Johnson. Faculty women such as Helen Lindgren and Doris Thomas had decided it was time for a woman to be president. At first Johnson was critical of the aggressive stance taken by others; Grote, for example, was characterized as the candidate of the "troublemakers" with regard to the District and the Superintendent. But while she held the office she came to appreciate the need for faculty members to take stands. Faculty Association leaders asked representatives of the CTA to meet with them to discuss procedures for investigation of problems with the District administration. That would be a drastic step, Johnson and others thought, but the following year it was approved by the membership, which then numbered about 65.

During this decade of growth, faculty members felt that their most important concerns were their students, their courses, and improvement of instruction. Bill Tarr says he can't remember many issues other than the conflict between the faculty and Superintendent McCunn: "We had more and larger classes in the late fifties. We stayed [on campus] because we talked a lot." There were meetings of the Faculty Association, faculty members in the subject areas, and cross-disciplinary discussion groups. "I guess we ventilated a lot in faculty meetings and committee meetings and that took the pressure off" but mostly people's interests were in the college as such and in its purpose.[38] Jane Castellanos found herself "more interested in positive things such as development of the curriculum and new courses, and attitudes toward students" than in the campus-District conflict.[39] That conflict, however, was about to intensify, and it would affect every member of the campus community.

Notes to Chapter Three

1. Editorial, *Contra Costa Gazette,* July 6, 1948.
2. *Ibid.,* January 3, 1949.
3. Staff Newsletter, March 3, 1951.
4. See, for example, *East Contra Costa Junior College,* October 6, 1950, and September 25, 1952.
5. *Ibid.,* September 25, 1953.
6. T*he Viking Reporter,* April 24, 1953.
7. "Finger-Tip Facts on Contra Costa County," compiled and published by Contra Costa Development Association, n.d.
8. Letter to Ruth Sutter, May 9, 1989.
9. *East Contra Costa Junior College,* October 10, 1951.
10. *The Viking Reporter,* March 5, 1954.
11. *Ibid.,* February 19, 1953.
12. "Report of the Survey Committee on the Visit to East Contra Costa Junior College" (March 28, 29, 30, 1955) to the Commission for Accrediting California Junior Colleges, Western College Association.
13. Contra Costa Junior College Catalog, 1951-52.
14. Jane Castellanos, interviews with Ruth Sutter, July 21 and 25, 1989.
15. *The Viking Reporter,* May 6, 1953.
16. *Ibid.,* October 16, 1953.
17. *Ibid.,* May 6, 1953.
18. *Ibid.,* October 1, 1954.
19. "Your Junior Colleges Today and Tomorrow," *Contra Costa Gazette,* Second Section, November 8, 1957.
20. "Report of the Survey Committee," p. 15.
21. Minutes of the Curriculum Committee, October 30, 1953.
22. *Ibid.,* September 22, 1954, approved by the faculty October 8, 1954.
23. Recording and index in DVC Archives.
24. "27 Jr. College Teachers Join AFT Local 866," *Contra Costa County Labor Journal,* September 22, 1950.
25. Examples of headlines: "Unions Hit Ouster of Richmond Teacher," *Contra Costa Gazette,* April 14, 1953; "College Board Fires Teacher Amid 'Union Busting' Cries," *Pittsburg Post-Dispatch,* April 14, 1953; "Labor-CCJC Battle Flares Over Discharged Teacher," *Richmond Independent,* April 30, 1953.
26. Lenard Grote, interview with Dick Worthen, 1987.

27. John Porterfield, interview with Ruth Sutter, April 15, 1981.
28. The FA presidents during this period were Dick Worthen (1954-55), John Porterfield (1955-56), Elizabeth Johnson (1956-57), Lenard Grote (1957-59), and Robert Martincich (1959-60).
29. Staff Newsletter, March 1, 1951.
30. *Ibid.*, March 15, 1951.
31. *Ibid.*, April 1, 1953.
32. Staff Memo, August 4, 1953. The Brown Act was to take effect on September 9, 1953, so this information was given as applying to all subsequent Board meetings.
33. Resolution on Political Activities, Board of Trustees, Contra Costa Junior College District, October 1952.
34. Lenard Grote, 1987.
35. Karl Drexel, interview with Ruth Sutter, April 15, 1981.
36. Graham Sullivan, interview with Dick Worthen, 1987.
37. Lenard Grote, 1987.
38. William Tarr, interview with Ruth Sutter, June 1989.
39. Jane Castellanos, July 25, 1989.

Part Two

The Middle Years

Chapter Four

A STRUGGLE TO GOVERN FAIRLY AND EFFECTIVELY

The middle years, 1960 to 1975, began with a dramatic final confrontation between the authoritarian governance style of District Superintendent McCunn and the "democratic" or collegial style advocated by the campus faculty and administration. This conflict between governance philosophies was somewhat obscured both by the Superintendent's personal style and by his ultra-conservative political views. However, the struggles of the subsequent decade reveal the extent of the college staff's determination to create and sustain a decision-making process in which those who are affected by the decisions play a major role in making them.

The Culmination of Conflict with the Superintendent

The first years of the decade of the 1960s have come to be known as the "Kennedy years." The election of a vigorous young president who spoke eloquently in the name of idealism and activism lent support to the efforts of those at DVC who were seeking to build a unique institution. At every level of the society people were encouraged to act in the name of fairness. At the national level this led to a civil rights movement; at the local level it provided support for efforts to create fair conditions for students and teachers.

Foremost among the fairness issues at DVC in 1960 was the ongoing controversy over the involvement of the faculty in policy making. On the one hand, at the campus level faculty members were treated as full partners. They were expected to make suggestions and to express opinions. They were respected as knowledgeable professionals and their central role in the educational enterprise was taken for granted. On the other hand, at the District Office level they were often treated as subordinate employees. Their attempts to influence policy were rebuffed and belittled by the Superintendent. Far from being respected for their expertise, they were frequently treated as unwelcome interlopers.

The Superintendent's ire was especially reserved for the DVC Faculty Association, the official voice of the faculty. In order to clarify its intentions the Faculty Association published as its official position in 1959 the following statement:

> The Faculty Association of Diablo Valley College is committed to seeking the adoption and implementation of a policy in the Contra Costa Junior College District which finds an effective and accepted place for the Faculty in the procedures that lead to the adoption of district policies and practices that affect them and their work. They

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> have no wish to make policy or control policy-making. They wish only the assured opportunity to discuss with the proper authority (the governing board or the administration, as the case may be) all proposals which significantly and directly affect teachers or classroom teaching before these proposals become decisions.... Teachers have no wish to be involved in the administration or management of the district beyond the faithful and efficient fulfillment of their assigned roles.[1]

But Superintendent McCunn told a group of faculty leaders who asked to make a presentation to the Governing Board, "The Boardroom is my classroom and I don't want to hear from you there."[2]

As long as matters of policy could be determined at the campus level the conflict was not evident. However, the Superintendent's increasing efforts to monitor actively the educational program and to evaluate instructor performance personally set up opportunities for conflict. At a time when the rest of the nation looked forward to an era of openness after the suspicion, distrust, and fear of the 1950s, the Contra Costa community colleges found themselves more than ever confronted by those very forces.

In 1959 the DVC Faculty Association leadership had appealed to its parent body, the California Teachers Association, to conduct a study of the District's administrative practices. The CTA Personnel Standards Commission's investigative panel report, published in March 1959, noted that "unrest and low morale do exist among the majority of the certificated staff in this district." In the panel's view the prime reasons were "poor communication and bad human relations shown in lack of professional equality, fairness and consideration of others." The central issue was the Superintendent's administrative style which the report saw as characterized by "arbitrary decisions, personal affronts, authoritarian edicts, and the assumption that teachers are on a considerably lower plane than administration in professional competence."[3]

Chief among the Panel's recommendations were immediate activation of the District's Personnel Advisory Committee and provisions for frequent meetings of administration and faculty leaders to insure that channels of communication were available as problems arose, rather than after they were established. With regard to the operation of the Personnel Advisory Committee (which never was re-established) the Panel recommended that "it should facilitate faculty participation in solving problems and contributing to plans...it must function democratically without dominance by the Superintendent."

Finally the Commission observed that:

> The Contra Costa Junior College District is in dire need of a change of philosophy in its management concept. Every effort must be made to effect this change within the next academic year, for if present conditions continue to deteriorate over an extended period of time the

> educational welfare of the youth of the district will be seriously affected. This change requires the development of harmonious, cooperative and democratic relations based on mutual trust, and personal and professional respect between teachers and the district administration. It is possible that such a change can be achieved with the present central administrative staff.[4]

When elected faculty leaders met with the Board and the Superintendent in the fall of 1960 to discuss implementing the Panel's recommendations, they found an unwillingness to accept the validity of the Panel's investigation. Board member George Gordon characterized the hearing process used during the Panel's investigation as "unamerican [sic] and unethical because of the absence of a right to cross examine those who testified." Although the faculty representatives argued that the process had not been intended to be judicial but, rather, informational in purpose, Gordon was insistent that "the well-defined principles of judicial process" should have been observed. Because the principles had not been observed, in his view, he advised that the Board was not obliged to respect the views presented by the Panel. In a letter to one of the faculty representatives following the meeting, Gordon stated,

> ...I have adopted a firm policy against discussing any Junior College problem with individual teacher groups...[however] I am satisfied that if the teachers, administrators and board members each respect the others position and try to understand those things which motivate their respective actions that a great deal of the problems which appear to exist would vanish.[5]

Although he objected to the study and the report, Superintendent McCunn agreed to meet with Faculty Association leaders to discuss their concerns. As reported in the meeting notes taken by one of the faculty participants, Dick Worthen, it was a very unsatisfactory meeting. When McCunn learned who the elected faculty representatives[6] were, he "hit the overhead." The Superintendent challenged the procedure by which the representatives were selected, noting that faculty who supported his approach were not represented. He asked for assurance that the CTA study would not be used "to make further trouble with the Board." He made it clear that in his view the "faculty leaders" were the problem. As Worthen viewed it, "Although he [the Superintendent] probably wasn't aware of the inference, he was suggesting that the faculty would sabotage a professional program over a personal quarrel." McCunn is quoted as telling the faculty representatives:

> Let's face it. The California Code is authoritarian and that's the way a school runs. Sometimes you have to shock people....As long as I'm hired to be an SOB I'm going to be good one....I like a fight....Some teachers don't like administrators the way some kids don't like cops.[7]

The Superintendent warned the faculty representatives not to intrude upon Board meetings. He told them that "a board meeting is a sacred occasion" and that they should not get out of line. He did not want the Board bothered with personal issues. He did not like the idea of faculty members taping the Board meetings. "If the Board has to meet for more than an hour then I am not doing my job."[8]

While this difference concerning the role of faculty in the development and implementation of policy was only one of several matters confronting the college at the inception of the new decade, it provided the backdrop for the rest. As relations between the college staffs and the Superintendent worsened over the next year his resistance to working with those whom he viewed as subordinates rather than colleagues left him with few allies within the District's professional ranks.

McCunn turned for support to those in business and the community who shared his belief in hierarchical bureaucracy and his fear that "unamerican" [sic] influences were invading the schools through the efforts of activist teachers advocating participatory decision making.

One vehicle by which the Superintendent attempted to involve those segments of the community who were fearful of "leftist" influences in the schools was the Heritage Day program. He persuaded the Governing Board to join with other community groups in sponsoring annual celebrations dedicated to a renewal of patriotism. The first of these "Heritage Days" was held in 1958. The 1959 program featured Cleon Skousen author of *The Naked Communist*. Skousen was identified as a former F.B.I. agent, police chief of Salt Lake City and a professor at Brigham Young University. The 1960 speaker was Stary Grange whose topic was "Freedom—Our Sacred Trust." The program contained the words to a song written especially for Heritage Day entitled "Our American Heritage."[9] Every newspaper in the county plus 32 social, business, and civic organizations were listed as sponsors.

In response to this effort of the Superintendent to link the colleges with a political view that was critical of the public schools, the DVC Faculty Association put together a series of evening symposia emphasizing the positive contributions of the schools. Members of the off-campus community were invited to participate.

For the 1961 program the Superintendent persuaded the Governing Board that Heritage Day was an appropriate forum for bringing Dr. Fred Schwartz's Anti-communist Crusade to Contra Costa County. Schwartz was an Australian physician who enjoyed national renown as an expert on communist infiltration into democratic societies. Superintendent McCunn's efforts earned him a plaque awarded by The Freedom Foundation of Valley Forge commending him for his work in support of anti-communism. He was quite proud of the plaque which was conspicuously displayed on his office wall.[10]

For DVC the most apparent outcome of this encounter with the

Crusade was the Superintendent's campaign to rid the colleges of textbooks and other instructional materials which promoted values that he and his supporters claimed to be un-American. On one occasion he used a meeting with the entire DVC faculty to read passages from what he considered to be the kind of pro-American textbook that college history instructors should be using. According to one participant, his performance was met with "silent outrage" because some of the material was "an assault on the intellect" alluding to a worldwide Jewish/Marxist conspiracy.[11]

The Superintendent invited "experts" including a local housewife and a San Francisco restaurant owner to point out the un-American features of textbooks at a Board meeting held in the DVC gym. When Board President William Kretzmer refused them permission to testify, the experts and their followers repaired to a nearby room to conduct their expose' and to distribute literature.

The Superintendent "expressed concern over the fact that some textbooks lean towards collectivism, socialism and world citizenship, and ridicule patriotism." *The Richmond Independent* quoted him as claiming that he could "name teachers and textbooks in the Contra Costa Junior College district definitely slanted toward Socialism and one-worldism," but he refused to name either.

> *In perhaps the most celebrated instance of this campaign to protect students from exposure to "foreign ideologies," the Superintendent singled out* **The Shape of English** *a manual put together by DVC English Instructor Dick Worthen and sold to students for use in the basic communication course. In the manual, McCunn found reference to "a philosopher who does not stand for the American way of life." When the Superintendent first took issue with this text, the instructor attempted to answer his objections. When it became apparent that no defense of the text would satisfy the Superintendent, the instructor withdrew the text from use in his classes. This did not prevent large numbers of "concerned community members" from appearing at a Governing Board meeting with copies of the text prepared to protest its use by DVC instructors. At first McCunn claimed to have no knowledge of how the text had been so widely distributed. But the efforts of a local newspaper reporter revealed that 90 copies had been checked out of the college bookstore under the Superintendent's signature. When confronted, he explained that he frequently kept copies of textbooks available at the district office so that interested citizens could have access to them. He didn't remember why so many copies of this particular text were on loan.*[12]

Superintendent McCunn also conveyed through the college administration his concern about teachers in the social sciences using works by Freud and Marx in their classes. In most instances instructors defended their choice of materials on the principle that college students should be presented with all sides of issues and then, after analysis and discussion, be encouraged to arrive at their own conclusions. This conflicted with the Superintendent's often-stated belief that the junior college was a creature of the local community, and that its primary business was to inculcate the values of American democracy and to prepare young people for jobs in local business and industry. In his view the college's mission provided no place for the ideas of those who were not avowed supporters of a free enterprise economy and American nationalism.

In explaining his concerns about the state of public education to DVC students the Superintendent pointed to "the need for an effective and positive program in the principles of free government and a true comprehension of the rights, duties and dignity of American citizenship."[13] As evidence for this need he referred to a complaint made by a representative of the DVC Faculty Association at a Governing Board meeting that "teachers are being directed to avoid supporting measures which might be construed as 'socialistic' such as public power, public bridges, public schools, Social Security, Federal Reserve etc." Rather than challenge the accuracy of this claim, the Superintendent observed that "teachers are forbidden to support any measure, period, by the Education Code; furthermore why should a teacher in this district support public power when PG&E, a private power company, pays a fifth of the district's revenue in taxes?"

According to McCunn:

> It is time for we as citizens to re-emphasize the free enterprise system, the worth of the individual, equality of opportunity and of the law, the opportunity for each man to achieve to the limits of his ability and to profit according to his own effort and merit. We should stress the history, tradition, and glory that is America.... Teachings and textbooks in our public schools that are slanted towards foreign ideologies are illegal and must be abandoned.[14]

On January 22, 1962, Instructor George Coles, representing the Contra Costa College chapter of the American Federation of Teachers, appeared before the Governing Board. He presented an extensive list of Superintendent McCunn's public statements as reported in Bay Area newspapers during this period. Coles made the case that McCunn's views were "the party line of the John Birch Society." Coles told the Board that the public image being created through the Superintendent's "sowing of disrespect, discontent and contempt for the colleges" and his total disregard for academic freedom had led the Contra Costa College faculty by a vote of 55 to 18 to ask for McCunn's dismissal. He also reported that the DVC faculty had voted "no confidence in the Superintendent" by a margin of 64 to 20. When Board member Harmon Howard protested that he found Coles' presentation offensive there was applause from members of the audience. Howard, who had been on the Board for only three months at the time, was disturbed by the characterization of the Superintendent in Coles' criticism. In Howard's opinion, because McCunn had "been in education for a long time" he could not be guilty of the disrespect for educational and social values that Coles' criticism implied.[15]

During the period 1959-1962, the conflict between the Superintendent's views and those of a large number of DVC faculty members had crystallized in several issues; the most tangible was that dealing with relations between administration and faculty. As it became clear that the faculty, represented by the Faculty Association, wanted a more decisive role in the development of institutional policy, the Superintendent moved more toward administration by mandate. Without seeking faculty input he informed campus administration of new policies such as the introduction of a mid-term grade report and the elimination of the Communication Area workshop program, which meant that Communications instructors would have to teach evening classes as part of regular load and that the distribution of day courses would have to be altered.

In 1962, three years after their first request, the District Faculty Association asked the Personnel Standards Commission of the CTA once again to study the problem because "conditions had continued to deteriorate." The Governing Board agreed to participate in the study if the CASA (California Association of School Administrators), of which Superintendent McCunn was Past President, would sponsor it. The CASA accepted and asked the CSBA (California School Boards Association) and the CJCA (California Junior College Association) to "join in the endeavor." The four organizations selected panel members with outstanding credentials to conduct the investigation.[16] The Panel was charged with investigating complaints relating to poor communication practices and unprofessional behavior.[17]

The Panel invited everyone who "felt they had information which would be helpful to the Panel" to participate. Superintendent McCunn chose not to participate. In its 29-page "Report of an Investigation" the Panel concluded that:

> Although good progress has been made in development of the colleges, it has been a progress marred by controversy, discontent, and a constant struggle between the professional staff and the district Superintendent.... Through its interviews with those representing all points of view and allegiances, the Panel found that the Superintendent is now, and has been for many years, the focal point of district problems.[18]

The Panel found the Superintendent "unable to provide the necessary professional leadership to the faculty and the district." His lack of teaching experience which he regarded as "a virtue" and his image of himself as "a manager not an educator...give evidence of insecurity in the field of curriculum." The Panel noted the Superintendent's background in the financial aspects of educational administration but concluded that while:

> many citizens praise the Superintendent for having guided the

> district during the building program and the period of rapid growth without having to resort to a bonding program...the Superintendent's financial recommendations necessitated several years of college operation in sub-standard and makeshift facilities, some of which are still in use.[19]

The Panel's Report detailed dozens of "incidents and instances" to support its recommendation that

> in the light of the almost complete break between himself and the overwhelming majority of his faculty, and the conflict that currently rages in the communities he serves, the Superintendent should tender his resignation to the Governing Board effective with the close of this school year.[20]

Superintendent McCunn elected not to resign. The Board terminated his contract as of June 1962. An interim arrangement was devised in which the two college Directors, DVC's Karl Drexel and CCC's Robert Faul, shared responsibility for the superintendency in addition to their campus offices. This "interim" situation was to continue for three years during which a national search for a new Superintendent was conducted. In the end, the Board decided to appoint Drexel to the position.

While the years of conflict between the college staff and the Superintendent had all the negative impact described in the Panel Report there were positive outcomes as well. In its Report the Panel of educational and community leaders provided the Board with guidelines for playing a more constructive role in the District's operations. By viewing things from the Panel's professional perspective, the Board saw its responsibility to increase constructive communication and cooperative behavior. And, of course, the Board confronted its obligation to provide the District and the community with a competent and effective professional leader.

The controversy also produced beneficial effects for the college. The decision to challenge publicly the actions and beliefs of a chief executive is not something a professional staff does lightly. To do it successfully required years of struggle—years of discussion, soul-searching, and organization. It may not be too much to suggest that DVC's unique commitments to the open door, to democratic college governance, to full and free communication, and to fair treatment for all members of the campus community were forged in what the Panel Report called "the white heat of the fires of conflict." By being forced to examine their beliefs and practices under the threat posed by the most powerful authority present, faculty members, administrators, classified staff, and, in some cases, students found the strength to create a special institution able to stand alone against conventional wisdom when it was necessary.

Deciding Who Decides and How 1965-1975

In 1964 the California Legislature enacted the Winton Act which required Governing Boards to "meet and confer" with a designated faculty organization "on matters above and beyond wages and working conditions." At the same time, Academic Senates were granted the legal right to "submit matters directly to the Board for its consideration" and the "board shall consider and respond to [a senate's] views and recommendations." Clearly it was a time in which the Legislature, at least, saw teachers as first-string players in the policy-making game.[21]

The creation of the DVC Faculty Senate in 1965 led to a reassessment of the role of the Faculty Association in campus governance. John Porterfield, Faculty Association President for 1965, stated that the Faculty Association would henceforth devote its major energies to "exporting" through publications and conferences the distinct features that defined DVC as a special institution. Among these he listed DVC's open door policy, its focus on general education, its counseling philosophy, its permissive and democratic relations between faculty and administration and its rigorous expectations of students, in keeping with their abilities.[22]

A New President

On May 1, 1965, the Governing Board announced its unanimous selection of Dr. William P. Niland to be the new president of DVC. At the time, Niland was associate supervisor of the graduate internship program in teacher education at the University of California, Berkeley. He had formerly served as president of Coalinga Junior College where he had moved from instructor to registrar to dean to president in three years. In making the announcement, Board Vice-president William Kretzmer added that "the Governing Board is now looking forward to a positive program of progress under new administrative leadership." He was referring both to Dr. Niland's appointment and to the earlier selection of Karl Drexel as District Superintendent.[23]

Aside from Niland's credentials and experience, the thing that most impressed the faculty and administrative members of the interview committee were the principles of junior college governance spelled out in his recently completed doctoral dissertation, *Faculty-Administration Conflict in California Public Junior Colleges: An Analysis and Proposal for Resolution.*

After the struggles of the McCunn years it was refreshing to have the DVC approach to governance further verified in Niland's proposal for resolution of faculty-administration conflict through

> development of professional negotiations which are motivated by the belief in partnership and interdependence. This means a cooperative approach to policy development in all matters affecting the governance of the college. This—and the distinctions must be well understood by all participants—is not *policy adoption,* nor is it *policy administration,* which are the respective prerogatives of the Governing Board and the president and his staff. It is rather the development of agreements designed to keep *policy-making* where it belongs; namely, within the college where those who are most qualified to make policy can cooperate to bring the greatest amount

> of rationality to the settlement of educational problems for the end that wise policy adoptions will in due time be made.[24]

Two weeks after being named President, Dr. Niland addressed the DVC faculty. He commended the college for its strong commitment to General Education and to the open door. He called for all energies to be devoted to realizing the dictum, "Cooperation is not a sentiment; it is an economic necessity." This was in reference to the upcoming bond election and the leadership of Karl Drexel toward achieving a successful outcome. The new President suggested that the bond election "might be regarded as an important occasion for all who recall the adversity surrounding the turbulent years of what is known as 'the Contra Costa story.'"[25]

Niland knew his audience. He portrayed the choice of teaching and administering in a junior college as evidence of a moral commitment to preserve the humane spirit in learning; to treat the student as a whole person rather than in discrete parts as university departments tended to. He saw conflict and change as inherent in the enterprise and suggested his own response by quoting sociologist Robert Bellah, "The task for the statesman concerned with the resolution of conflict is not so much to predict favorable moments as it is to create favorable situations." This idea echoed the concluding passages of his dissertation.

That Niland viewed DVC as receptive to such a mode of administration was indicated in his "Remarks to the Faculty" the following spring.

> You and I elected to seek a position at Diablo Valley College. No, *elected* is too neutral a word. We *wanted* to find a position on this faculty. Perhaps you as I had other options....But there was a quality particularly exciting, attractive, about the prospect of becoming part of this College....There seemed to us in this College, a two-year institution of quality, a reputation for innovation, the absence of intellectual pantywaistism. Diablo Valley College we found in the forefront talking about the new look in student-teacher relationships in the open-door college, about teaching...and about the importance of general education in the shaping of the college experience for man's use. We—you and I—came to be swept up in this tradition.[26]

This introduction led many to believe that the college had found its ideal chief executive. Niland not only understood what DVC was all about, he saw it as the only way for a junior college to be if it was to succeed in the mid-sixties, and he could be counted on to use the office of the president to sustain and promote this "favorable situation."

A Question of Leadership

During the 1950s questions about the role of administrative leadership within a democratically inclined institution were generally reserved for the activities of Superintendent McCunn. On campus a generation of thoughtful administrators—Leland Medsker, Reed Buffington, Karl Drexel—

had established a mode of policy making and of administrative practice based on an ethos of collegiality which allowed leadership to be exerted in subtle and collectively approved ways. There was little separation between administrator and faculty member either physically or professionally. By the late 50s there was a growing number of faculty members who did not feel themselves to be part of the collective leadership. They were few in number, and many of them felt an ideological affinity with the then embattled Superintendent. The McCunn experience, on the one hand, turned the majority on campus into a tightly bonded community but, on the other hand, it produced a vocal minority of "individualists" who saw themselves as crusaders against a "collectivist" majority.

Rapid growth during the first half of the 1960s decade almost doubled the size of the faculty in a five-year period. It was also a time when the cult of individualism was in ascendancy. As a result the process of informal and semiformal policy making and enforcement which had seemed satisfactory to enough people to keep things working began to come apart.

In 1965 the college got a new President and a new form of faculty participation in policy making—the Faculty Senate. Both were confronted with an increasing array of issues in which faculty and administration found themselves in opposition—issues of social and professional responsibility. These included: grading standards and practices, use of classrooms to promote political and social positions, instructor obligation to follow course outlines and departmental agreements, and organization of the college into divisions. By 1967, the question of "leadership" was being raised both in the *DVC Forum*[27] and within the Faculty Senate Council.

Leadership was in question on many campuses. The responses of most administrators to protesting students and rebellious faculty seemed timid and ineffective to many legislators and citizens. When S.I. Hayakawa as President of San Francisco State College publicly confronted student protesters and struck a dramatic pose, he was lionized as a model of administrative leadership by the media, but not by many of his academic colleagues. Such "high profile" displays of administrative "power" appealed to those longing for a return to the "order" and "civility" of former times.

The leadership question at DVC tended to be advanced by faculty members with strong loyalties to former administrators whose leadership "style" included extensive consultation with faculty. President Niland exercised what came to be described as a "low profile" administrative style. If invited, he would attend meetings but he usually declined to make policy decisions during meetings. He was a thoughtful, nonpolitical, participant in the institutional life. His annual talks to the faculty were usually carefully prepared position statements buttressed with quotations and references—cerebral rather than inspirational. He seemed to prefer presenting the state of things in statistical rather than analytical terms. Unlike his predecessor, Dr. Niland did not feel comfortable dealing with college matters in informal settings. However, his office door was always open.

By 1967 John Porterfield began talking about "institutional drift." As he saw it, since 1963 when Karl Drexel was forced to divide his attention between the campus and the District office a number of competing power centers had come into being. These included the new divisions, the Faculty Senate, an AFT chapter, and various informal groupings of faculty self-interest. All of this was presided over by a President who chose not to function "politically" e.g., by laying out a platform and building the necessary constituencies to make it happen.

There were, of course, serious questions about the nature of presidential leadership in an era rife with the rhetoric of participatory decision-making. In his dissertation, completed in 1964, President Niland had observed:

> Where in an earlier time it was the ideal of organization to sustain maximum efficiency as the primary consideration, today something more is demanded; namely, an open society in which premium is placed on creativity, adaptability, flexibility, decentralization, and imagination. And it is also demanded that administrators in achieving humanitarian ends be comfortable in complexity and develop a high tolerance for the ambiguity that attends the process of reaching consensus.[28]

Clearly Niland was not unaware of the challenge confronting a college president when the traditional lines of authority no longer hold.

The main thrust of the 1970 Accreditation Self-Study in the area of governance focused on the office of the president. Citing "creative leadership" as the key to institutional success, the President was charged with responsibility for guiding "the tremendous and diverse forces" of DVC toward the stated goals of the college as expressed in the college philosophy. The Self-Study Report identified the President as the chief educator on campus. In that role he was expected to insure that the faculty met regularly as a deliberative body. The Report further recommended that the President delegate greater responsibility to his second level administrators in order to free himself for a "higher profile" presence in day-to-day campus life, both to influence and to be influenced. While the Self-Study Report received the general endorsement of the college faculty and was itself the result of a highly participatory process, it did not result in a dramatically different leadership style on the part of President Niland.

Reorganizing DVC's Administrative Structure

A primary feature of DVC's resistance to the pitfalls of the conventional university approach to organization was the early decision not to departmentalize the faculty and the curriculum. Departments were viewed as obstacles to the sort of faculty-wide communication essential for breathing life into concepts such as "open door," "interdisciplinary," "student centeredness," and "democratic governance." Departmentalization stressed separation, special interest, competition, and individual subject matter orientation. However, certain "departmental" concerns were recognized as legitimate. These had mostly to do with budget, equipment, and facility matters. For many years, informal sub-groupings within the general "areas" were used to address such matters. By the early 1960s this informal approach was succumbing to the pressure to acknowledge the "real" institutional differences between the disciplines and between the various programs of instruction. In order to keep alive the institutional features that were threatened by the development of departments a new organizational device was created.

Karl Drexel described the situation in 1963.

> As the need for more use of departmental organization grows, we are seeking to provide a balance through other aspects of structure which cut across areas of instruction. One of these is the faculty section meeting. In the early days we met as an entire faculty whenever (and only whenever) there was a significant piece of business to discuss or decide. Now, with a faculty approaching one hundred and fifty in size, faculty meetings are much more useful for decision than for discussion. Discussion is provided for through a number of faculty sections which cross-cut all instructional areas and which are kept under twenty in size. Members from the larger areas of instruction, including the counselors, are likely to be found in all faculty sections, which are prolific centers for exchange of views and ideas on college-wide matters.[29]

The faculty sections were linked to the three major standing committees—instruction, administration and student personnel—by having a member of each committee included in each section. Thus, issues with college-wide implication were brought to the sections for discussion and the views expressed during section discussions were carried to the committees. Once the issue was defined and the positions or proposals developed, it would be summarized and voted on at a full faculty meeting. According to Director Drexel:

> The system is not perfect—it is constantly modified; but it works surprisingly well. We are convinced that were it not for this, or some substitute arrangement, our rapid expansion would have resulted either in a kind of diffuse amorphousness that would have necessitated strong, unilateral administrative counteraction, or in the adoption of a program of full departmentalization with all of its attendant hazards.[30]

During the fall of 1965 DVC was visited by an accreditation team. In its preliminary report the college was commended for its high staff morale and its quality instruction. The team found the greatest need to be replacement of inadequate facilities, especially with regard to the library and vocational education classes. It was also concerned about the lack of a facility sufficient to meet the college's role as a community cultural center. The team report highlighted a problem area that was to be a central issue for the next several years. The team report included the following observations and recommendations:

> The responsibilities of department chairs are so ill defined that both supervision and evaluation of instruction and commonality among sections of multi-section courses are not receiving appropriate attention. Although some leeway in individual teacher differences in connection with multiple section courses is desirable, care should be taken that instructors regularly meet to assure common standards and course outline coverage. Basic texts should be required in all sections and extreme variation in collateral reading should be avoided.[31]

The accreditation report provided the new college president with an opportunity to raise questions about the existing administrative organization. In 1961 the Governing Board hired Edwin Lee, Emeritus Professor of Educational Administration, to conduct a study of the college and District administrative organization and to recommend improvements with regard to "the academic aspects of the program." "The Lee Report," as it came to be known, found the existing campus structure of areas and discussion groups to be inadequate in the face of the increasing size and complexity of the college and its programs. Lee recommended the formation of seven divisions including one for Occupational Education. The Lee plan had been on the back burner for several years.[32] While he did not agree with all its particulars, President Niland saw it as a useful starting point in the discussion. He had stated his own belief, in his address to the faculty, that "the four year college in the university complex is a poor model for the junior college [because] ... departments have gone so discrete that there is little communication."[33]

An indication of strain on DVC's "collegial" approach to governing the college surfaced in 1966 when a group of faculty members declared interest in forming an AFT (American Federation of Teachers) chapter on campus. The basis for this move was their opposition to the membership of administrators in the Faculty Association. The entire faculty was surveyed. Of 208 questionnaires, 68 were returned. 18 faculty members favored formation of an AFT chapter, 28 disapproved, 13 didn't care and 9 did not respond to the question. The most frequently stated reason of those opposing was "the fragmentation of faculty power." Those favoring the chapter viewed the AFT as "an aggressive force to move the complacent CTA."[34] The chapter was formed with an initial membership of 20. Armand Mauss, a social science instructor who generally expressed conservative views, took occasion in the *DVC Forum* to congratulate the 20 and to observe that "DVC has always been open and tolerant to consideration of all ideas."[35]

In the fall of 1966, Bud Matkin, the newly elected Faculty Senate president, defined "administrative reorganization" as the major task confronting the Senate. He described it as "monumental" but observed that "rarely has a faculty had the opportunity to participate in such a capacity." At the request of the Administration Committee chair a special ad hoc committee was created to study the organizational problems and to evaluate the proposed solutions. The committee included representatives from all instructional areas plus President Niland and Dean of Instruction Kelly. Refining the Lee Report, President Niland advocated a divisional structure. Faculty would be identified by academic discipline into departments which would then be grouped into eight divisions of roughly equal size. Each division would be chaired by an appointed head who would serve at the discretion of the President. It was a rational and widely used model. The variation that would be peculiar to DVC's plan was the inclusion of the vocational programs within academic divisions. So, for example, Childcare and Administration of Justice were to be located within the Social Science Division, Dental Assisting within the Biological Science Division, Refrigeration and Welding within the Physical Science Division, etc.

Very early in the campaign to "reorganize," the issue was characterized as a contest between those advocating administrative efficiency and those advocating the use of administrative structure to promote the principles stated in DVC's Statement of Philosophy. One of the first proponents of the latter position was Social Science instructor Bill Tarr who in a March 1966 *DVC Forum* article called for serious consideration of a "college-within-a-college" form of organization.[36] In the article he described a typical cluster college[37] format and referred to John Kelly's "village vision." Later in the spring of 1966 Tarr ran for Senate president and in his platform statement he called for a renewal of faculty interest in the management of the college which he believed was losing its leadership position among community colleges. In a *DVC Forum* article later in the year entitled, "Once Again I throw Down the Gauntlet," Tarr again called for discussion of the college-within-a-college idea. In his platform as a candidate for Faculty Association president, English instructor Art Widner in the same issue stated his support for "Tarr's multi-college proposal."[38]

The Senate Council's charge to the Ad Hoc Committee specified that "members of the committee present the pros and cons of the cluster college plan in the Forum" and that copies of the Dean Lee report be circulated to all areas. A proposed amendment to the charge which would have required the committee to present "at least two alternative plans" in addition to the cluster plan was defeated.[39] From the beginning it was clear that the committee members' interests were almost equally divided between the college-within-a-college proposal and a discipline-based division plan proposed by the college president. The Ad Hoc Committee was co-chaired by two of the strongest faculty advocates of the cluster college model, Bill Tarr and Don Mahan. In almost every respect the cluster model was a challenge to the assumptions on which the divisional model was based. It valued decentralization over hierarchy, broad participation over efficiency, and integration over specialization. It was an idealistic and unproven model.

Over the course of several months of meetings the committee was unable to resolve the issue. It was decided to put the question to the entire faculty. The arguments supporting each model were published in a special edition of the *DVC Forum.*[40] Don Mahan in articles entitled "Berkeley and Bust" and "The Message is the Medium" argued that departmentalization created barriers between teachers and promoted the sort of specialist perspectives that were antithetical to DVC's general education and student-centeredness traditions. Bill Tarr in "The Forgotten Man" showed how a cluster organization would best serve what he called "the great grey middle of the student body"—those students who did not have firm academic or career goals. Armand Mauss in a lengthy essay "Summary of Sociological Findings and Expert Opinion Relating to Administrative Organization" identified eight conditions necessary for the success of an administrative structure designed to promote value change, few of which he found at present at DVC.

Dean of Instruction John Kelly wrote later

> the chief critic...was Armand Mauss, teacher of sociology. He cited research showing that value changes were unlikely in groups larger than 300-400. He asserted that most junior college students have values associated with adolescence and vocationalism and few value liberal education. Clusters based on random groupings of students would not work since community evolves from homogeneous interests and backgrounds. Junior college students lack the models provided by upper division students. The junior college can not be sufficiently isolated from its community to provide an environment for value change.[41]

Kelly himself wrote in the *DVC Forum,* "I would like to see the colleges notion tried." He saw it as "an organization to promote the wider experience of the student rather than the specialization of the teacher."[42]

Mauss proposed a pilot experiment to test the implicit premises of the cluster college proponents. He suggested that it reflected "a nostalgia for an ivy league residential" setting. He questioned whether learning success was actually enhanced by out-of-class contact between students and faculty or whether general education depends upon interdisciplinary contact between faculty members. As he put it, "Radical change demands empirical data."[43]

Biology instructor Tom Steyaert spoke for the many teachers who had strong feelings of identification with their smaller departments. "Many teachers are already tied, and properly so, to specialized spaces such as laboratories, the theater, band room, business machines and the like, and are not, therefore, free to be "clustered."[44]

Proponents of the plan stated their belief that it could result in increased academic aspiration of the student, improved academic performance, and certain "desirable" changes in values. In this, they had the support of the results of the STAT (Study of Team Approach to Teaching—see Chapter Five) Program which had resulted in higher retention and better grades by participating students when matched with similar students outside the program.[45] Supporters often based their arguments on their recollections of DVC's experience during its early years. Requests for evidence of the cluster idea's feasibility were answered by reference to the interest in cluster plans found at a number of colleges and universities at the time.

Open hearings were held to further clarify the issues and then it was put to a ballot by the Faculty Senate. It was evident that the cluster idea appealed to a large number of faculty members but that without presidential support it could not be simply voted into existence. Instead of a choice between one model or the other the committee decided to offer a choice between (A) adoption of the divisional model exclusively and (B) temporary adoption of a divisional arrangement while a two-year experiment with a cluster arrangement was attempted. The latter option won overwhelmingly.

President Niland accepted the outcome with reservations. He put out a memo describing a divisional structure with appointed chairs. He made it clear that he considered the future of the pilot cluster groupings to be at best an accommodation within a divisional structure. Social Science instructor Gary Clemens in the *DVC Forum* accused the President of "violating the faculty vote by imposing a divisional structure before the pilot even began...and failing to respect the DVC democratic tradition."[46]

The Cluster College Experiment

In order to test the cluster concept, actual groupings had to be created and a program of courses and activities implemented. The goal was to have functional clusters in place for the fall semester 1967. Responsibility for developing a plan of action was assigned Tarr and Mahan, who had been among the foremost advocates of the idea.

The faculty was surveyed to find out who actually wanted to participate in the cluster experiment.[47] It had been decided that only two clusters would be feasible. Sixty instructors volunteered for either full or part-time involvement. By limiting active involvement to ten it would have been possible to give each participant a full teaching assignment within the cluster program. When such a limit was proposed at a meeting of the volunteers, it was voted down. The majority felt it would be too difficult to devise a fair procedure for selecting the ten cluster instructors. And since the experiment would need all the institutional support it could get it would be better to keep as many people actively involved as possible. This decision meant that all participants would have teaching assignments which included both cluster courses and courses in the regular program. Attention and loyalty was thus to be divided between one's cluster involvement and one's divisional involvement. This division of attention created obstacles that were eventually to contribute immeasurably to the demise of the experiment.

Cluster students took most of their work within a particular "college" but retained the freedom to choose courses wherever they were offered.

Each "college" faculty was encouraged to develop a personality of its own, although it was responsible for maintaining agreements made with transfer institutions and those made with students as outlined in the college catalog. Student-teacher ratios were the same as those in the rest of the college but variations in teacher load were tried. Each faculty selected a "Master" who worked directly with the Dean of Instruction. Together they were responsible for the selection, in-service training, and supervision of teachers and for the development of courses and curricula. In association with the Dean of Students the "Masters" supervised counseling and developed co-curricular activities. As far as possible, teachers were officed and classrooms assigned to support the cluster groupings.

The Cluster College experiment lasted for one year. The most actively involved teachers and students remained enthusiastic about the educational benefits throughout. However the organizational difficulties inherent in attaching a structure that directly contradicts the principles of its host organization proved too much to overcome. Enrollment, scheduling, and student services were all subject to the conditions of the general program. Faculty were actively involved in the issues of the entire college. The absence of defined physical centers meant that the "colleges" were abstractions for most students. It was possible to provide a first semester general education program for most of the cluster students. However, fewer and fewer students were able to find appropriate courses offered by cluster faculty in the second and later semesters. After a year of "bucking the system" the faculty members involved in the pilot experiment decided to abandon it as an organizational prospect. A number of those involved decided instead to experiment with "block courses"—requiring students to enroll simultaneously in two or more related courses using a team-teaching approach—as a way to realize the educational and personal goals that the cluster college idea held for them.

Following the demise of the cluster experiment there were attempts to gain support for creating a General Education division as a center for interdisciplinary and innovative programs. These proposals also ran afoul of the objections posed by those who found division and discipline as the natural scheme of things.

Formal Adoption of the Divisional Structure

During the fall of 1968 the Senate Administration Committee in a series of meetings with President Niland struggled to design a divisional plan acceptable to all. The stumbling block was the authority and responsibility of the division chairs. President Niland viewed the chair as an administrative appointment responsible to the college President and the Governing Board and representing administrative authority.[48] In January of 1966, the Administration Committee had published a position paper, "Notes Toward Some Institutional Redefinitions," which advocated an enlarged role for department chairs as a way to gain greater adherence to "the spirit of the Junior College Movement and more specifically to the philosophy of the college."[49] The committee foresaw the possibility that department chairs might form a cadre of aware and committed centers of influence. Niland endorsed the "Notes" and added:

> You will note in the accreditation document that a strong recommendation is made that the department chairman's position be changed to assign him responsibility in the areas of teacher orientation and evaluation. As many of you know, I have expressed myself as favoring such a reassignment: if our in-service program is to be informative, persuasive, continuous, then the corps of administrators need the active cooperation of the leadership that is effective at the departmental level.[50]

In this he was opposed by committee members who believed they were reflecting the will of the faculty in insisting that the chair be an elective position with a first responsibility to represent the interests of division members.[51] As often occurs in the conflict of administrative and faculty perspectives, each side claimed that the interests of students would be best served by its version.

In order to move the matter along, President Niland chose to compromise by allowing division members to elect at least two candidates from whom he would select and appoint. In addition, he proposed a job description for division chairs that seemed to the committee to be a "laundry list" of every conceivable administrative responsibility related to faculty, instruction, and curriculum. The faculty representatives insisted that chairs teach half-time and not be considered administrators.

In a special *DVC Forum* issue dedicated to "Administrative Reorganization" Bob Martincich characterized the President's description of his plan as "only gestures, leaving a lot hanging." "Electing leaders is fine," Martincich continued, "but the job is impossible as a part-time activity." He asked that the President "do what he's never done: give his faculty public an opportunity to question him closely while he answers their questions without hedging and sidestepping."[52] In the same issue Bill Tarr found the President's proposal to be "the best short-range solution to the problem of organizational drift." Tarr went on to call for a reorganized Senate in which a council of elected division chairs would have "prime concern for the curriculum." Don Mahan used a satirical dialogue between "You" who thinks the only issue is the faculty's right to elect and "Me" who sees the long list of tasks and responsibilities and wonders if the privilege of voting for a colleague really compensates for burdening him with full-time administrative duties.

Three faculty members purporting to be "verbalizing" a "compilation of faculty views" placed a resolution before the Faculty Senate Council which would require the Administrative Advisory Committee to prepare an administration reorganization plan in which all administrators other than the college president would be "elected from and by the faculty." The requested plan would have administrators "be responsible to the Faculty Senate and the College President on equal terms...just as the Faculty Senate and the administration are responsible to the Governing Board on equal terms." The stated aim of the resolution was to "meet the continued threat of an administration-centered reorganization."[53]

The Administrative Advisory Committee after considering the various proposals recommended the Niland divisional plan. In addition, the Committee recommended the creation of a College Cabinet as an advisory body to the college president. Earlier President Niland had informed the Senate Council that in his opinion "the current committee system is almost impossible for administration to live with."[54] The Cabinet proposal was intended to provide one reliable point of contact between the President and faculty/classified staff representatives. While the divisional plan continued to have its critics the President made it clear that if it were rejected he would have no choice but to impose a structure with four full-time associate deans presiding over larger groupings of departments. Both of the Committee's recommended structural changes were approved by vote of the Senate Council.

The role and responsibility of division chairs remained a matter of discussion long after the divisional plan was adopted. Several subsequent accreditation teams found their part-time, loosely defined status hard to understand but acknowledged that the system somehow worked. Division chairs who are elected and who teach as well as manage remain the overwhelming preference of the DVC faculty.

The Calendar 1965-75

In the April 27, 1967 issue of the *DVC Forum*, Bill Tarr proposed a solution to a problem that had plagued many of his colleagues for years. He called it "the dangling three weeks." He was referring to the portion of the fall semester that followed the Christmas break. For both teachers and students it was an awkward time of trying to recapture the momentum built up before the three-week break. Tarr proposed starting school in mid-August and eliminating several fall holidays in order to complete the fall semester by late December.

This proposal was floated at a time when the college's Administration

Committee was studying ways to bring the school calendar more in line with its educational philosophy. Among the proposals being considered were the quarter system, the 4-1-4 plan, and some version of an "early start" calendar.

The explosive growth experienced by post-secondary institutions in the mid-sixties prompted an interest in the Legislature in year-round operation as a way to provide new spaces within existing facilities. Campuses of both the University and State College systems had adopted or were considering the quarter system calendar as a strategy for year round operation. There was pressure on the junior colleges to adopt a quarter calendar in order to accommodate their students wishing to transfer. President Niland asked the Faculty Senate to study the situation for DVC and make a recommendation. An ad hoc committee was created and after a year of study produced a progress report in April 1966 which concluded:

> Unless there is sudden pressure from the state it seems likely that junior colleges will take a "wait and see" attitude in the next few years, so we have time to investigate and contemplate.[55]

While there is little evidence of "sudden pressure from the state,"[56] interest in a calendar change remained high. The Administration Committee conducted a poll of the faculty in May, 1967 which received 96 responses. Three respondents were happy with the status quo, 43 preferred an early start option, 42 were for the quarter system, and eight could not decide.[57]

In December of 1967 an official election was held on a quarter system proposal developed by the committee. With a 76 percent turnout the faculty voted for making the change by a 3 to 1 margin (119 to 42). In announcing the results Senate President Grant "Mike" Hooper wrote:

> DIABLO VALLEY COLLEGE WILL CONVERT TO THE QUARTER SYSTEM IN THE FALL OF 1970! That's my prediction! I repeat prediction, as the Governing Board gave every indication last night that it will officially approve....[58]

Hooper explained that while DVC would be allowed to change, Contra Costa College would be allowed to retain the semester calendar. As he saw it:

> ...the birth of DVC was, officially, 1950. Perhaps the records may someday also show that the rebirth of DVC—or if you prefer, "its strutting into manhood"—or its adulthood was 1970....The excitement of converting to the QUARTER SYSTEM is that it forces us to look at ourselves, at our individual courses as well as our total curriculum. It will cause us to justify our organizational and administrative structures, our student services...our very philosophy.[59]

The Senate Council invited President Niland to meet with the Council to explore the problems associated with making the change. He reported that the Board had approved 1971 as the earliest date to implement a quarter system. Niland saw a great many tasks to be accomplished, especially a reorganization of courses by all departments "in line with the stated philosophy of DVC." An implementation committee of faculty and administrators was formed.[60] The committee worked for a year conducting surveys, developing conversion strategies and holding hearings. A timetable was adopted in which the total conversion would be completed by September 1971.

As the full extent of the task became apparent a second faculty vote was called for to insure that the will was still there. This time the margin favoring conversion was much narrower. By the fall of 1969 it was possible for President Niland to announce that plans for conversion to the quarter system were being set aside "due to lack of enthusiasm." There was disenchantment on the campuses that had made the change because the goal of year-round operation was not being achieved. Students were not ready to treat the summer quarter as a regular session. Niland did indicate that consideration would be given to proposals for other calendar models.

The Faculty Senate: Early Years

In 1963 the California Legislature empowered community college faculties to establish academic senates of the type found in other institutions of higher education. This was in keeping with other provisions of the 1960 Master Plan intended to define the community colleges as post-secondary rather than secondary institutions. Title 5 of the State Education Code provided for the establishment of Senates "in order that the faculty may have a formal and effective procedure for participating in the formation of district policies on academic and professional matters." The law further directed that "a board shall consider and respond to such views and recommendations that a faculty senate may present."[61]

While there was some sentiment among DVC faculty for retaining the Faculty Association and the existing college committee structure to convey the faculty voice in governance, there was greater support for adopting a Senate structure. During the 1964-65 school year an ad hoc faculty committee studied existing senate constitutions and, adapting from them, composed a constitution which was put before the faculty and adopted in the spring of 1965. It provided for a senate of the whole with advisory committees and a council for "check and balance." Ten percent of the senators (all faculty members were senators) could petition for a general meeting to call the committees or the council to account. The senate was to be pre-eminently democratic.

G."Mike" Hooper, an early Senate president, referred to the committee members as "the founding fathers of the DVC Senate."[62] They were Carol Huggins (Johnson), Diana Brookmeier (Kaftan), Armand Mauss, Dave Baren, Maurice Moyal, Al Scott, Bob Henderson, Jack Murphy, and Everett Turner. There was a noticeable absence of names associated with the leadership of the Faculty Association. Some initially viewed the new

Senate structure as an effort by "outsiders" to establish a different power base within the faculty. This struggle between those who saw the Senate as intruding into already established and satisfactory ways of insuring faculty participation in decision-making and those who saw the Senate as a more democratic means for exerting faculty authority continued even after the faculty vote to put the Senate in place.

A point of contention between the newly formed Senate and the Faculty Association had to do with the Winton Act. It enabled a college faculty to negotiate directly with its governing board on matters of salary, working conditions and "other matters." Since the Senate was not classified as "a voluntary organization" the CTA claimed that the Senate could not negotiate in the name of the faculty. The CJCFA (California Junior College Faculty Association) disagreed.[63] A compromise was worked out in which a "Negotiating Council" would be created to deal solely with salary matters. All other representations of faculty interest would be carried to the Board through the Senate. By the time it was formed the Negotiating Council had been renamed the District Salary Committee. It was treated as separate from the Senate. At first, election to the committee was conducted by the Faculty Association and endorsed by the entire faculty. However by the Senate's third year all elections were conducted by the Senate Election Board and the representatives were designated as senators. The DVC Senate Council initiated a campaign for proportional representation of the two campuses on the committee. This would give DVC a majority of seats. Superintendent Drexel opposed the Senate's effort which he believed would create "a divisiveness that could be irreparable."[64]

During its first year of operation the Faculty Senate Council created ad hoc committees to study the quarter system, registration policies and procedures, and strategies for conducting a successful bond election. It also clarified its role in the use of faculty section meetings and sponsorship of college-wide symposiums.

For many faculty members the shift from the college committee system to the Senate structure made little difference. The committees had the same names and they seemed to have the same function: that of advising the key administrators. Since the new college president had arrived along with the new Senate he had no difficulty accepting the Senate as the official voice of the faculty.

In order to gain broad faculty support, framers of the first constitution included two features that were to become sources of controversy for the Senate in its first years. As an appeal to collegiality, administrators were retained as chairs of the standing committees. And as an appeal to tradition and the democratic spirit the Senate was organized as a committee of the whole—every faculty member was a senator and every action was subject to a vote of the entire body.

Both the Faculty Association and the DVC-AFT chapter sought to redefine their roles with the advent of the Senate. The Faculty Association president, Vince Custodio, in a *DVC Forum* article titled "The Faculty Association in a State of Limbo" called for a college-wide dialogue of "concerned voices." At what was described as "the best Faculty Association meeting ever" faculty speakers raised concern over issues relating to "leaderless drift," the state of the General Education program, and grading policies. Bob Martincich in a subsequent *DVC Forum* asked "What's to Dialogue About?"; he berated the speakers for focusing on practical and political matters while apparently ignoring the moral issues behind them. It was a time when few campus concerns could be divorced from the larger societal context where the Free Speech Movement, "student unrest", the war in Vietnam, and the Civil Rights Movement placed the moral questions high on the agenda of any institutional self-examination.[65]

The Senate did not respond officially for several years to questions raised by AFT members about the appropriateness of administrators chairing Senate committees. In the first years committee agendas were largely dictated by the issues requiring the attention of the administrator whose office the committee advised. The administrator's secretary often took the committee minutes. In the interests of maintaining what John Porterfield had called DVC's "permissive and democratic relations between faculty and administration" many favored this "business as usual" approach to phasing the Senate into college governance. Eventually the Senate constitution was revised to specify that committee chairs were to be faculty members. Administrators were designated as welcome non-voting participants. And committee business was to be determined by the interests of the faculty. This transition took time and while there were some awkward moments along the way, it was for the most part a friendly and natural metamorphosis.

Another area of uncertainty was the use of faculty discussion groups which had been invoked through administrative initiative. When the Senate decided to use them to discuss administrative reorganization, questions were raised about whether attendance at a Senate meeting could be required of faculty members. The issue was resolved by designating the discussion group meetings as a joint venture of Senate and administration.

Senate minutes during its first two years of operation contain numerous references to the difficulty of getting senators to attend the general meetings and of holding quorums long enough to complete consideration of complex issues. Typical are entries for May 24 "no quorum possible as people were late or left early" and June 3 "the meeting was opened by Pres. Steyaert in anticipation of the arrival of the usual latecomers. The expected number of latecomers did not arrive however, and several left early."[66]

At the end of its second year of operation the Senate Council passed the following motion:

> The Council shall arrange that the proposed Student Appeals Board be organized and activated as suggested by the Committee on Student Personnel and copies of the recommendations concerning this board shall be distributed to the entire faculty.[67]

This action led to the questioning of the Senate Council's power to make "independent recommendations" to the administration "without Senate approval."[68]

English instructor Don Mahan ran for Faculty Association president during the spring of 1967 on a platform of increasing the effectiveness of faculty participation through a restructuring of the Senate and the creation of advisory groups to the college President and to the District superintendent. He proposed that the Senate Council become, in fact, the Senate. The faculty would elect twenty senators (divisional and at-large) and they would be empowered to act in the name of the faculty. Mahan was elected and the major energies of the Faculty Association during the 1967-68 school year were devoted to selling the plan to the Senate and the administration. In the lead *DVC Forum* article of the opening fall issue, Mahan argued for a centralization of "faculty power." He contended that it was presently so dispersed among the divisions, the voluntary associations, and the Senate that there was a "faculty claim to power in name only." In a special issue published in November the complete plan was put before the college. It had previously been adopted as the official position of the Faculty Association. As described by Social Science instructor Dick Dudley, "the plan is to be considered as directive statements for implementation through Senate and administrative structures."[69]

The proposal was viewed by many as an attempt to reinstate the pre-Senate power structure. English instructor Marilyn Braiger probably spoke the thoughts of many in a *DVC Forum* article titled "Dear Don." She asked, "Are you trying to tell us democracy doesn't work?"[70] She went on to characterize the plan as "a naked power play." Senate President Mike Hooper also spoke out against the plan as it affected the Senate. In his view democracy might be messy and frustrating, but it was preferable to "rule by the few." The DVC-AFT countered with a proposal for "Implementing the Present Senate Constitution." It took the position that the constitution required only "a few small changes to considerably increase its effectiveness." The changes were the elimination of administrators from Senate committees and the creation of a college council composed of voluntary organization representatives and administrators to advise the college President. It viewed the Faculty Association plan as unacceptable because it created "a body empowered to act unilaterally."[71]

The Senate reorganization proposal was rejected, but the advisory council feature of the Faculty Association plan came into existence as the President's Council on campus and the FSCC (Faculty Senates Coordinating Council) at the district level.

During the spring of 1970 Bill Tarr, as part of his work on a dissertation studying the decision-making process at DVC, conducted a faculty-wide survey. Of the 50 who responded, 60 percent found the "present mode of decision-making" unclear; only 22 percent believed the Senate was effective; but 70 percent said that the Senate should speak for the faculty. Looking to the future 41 percent wanted more "participation by faculty" and 45 percent "envisioned collective bargaining as an important factor in decision-making in the near future."[72]

Intensive faculty participation had been a keystone of the DVC institutional myth from the earliest days. The true extent of faculty activity in the decision-making processes of the college is probably impossible to measure. There appears to be a "critical mass" that is generally accepted as sufficient evidence that the faculty role in the process is properly functioning. In whatever ways that mass is determined, by the mid-1970s it was deemed insufficient by enough faculty members to make a whole new approach seem necessary.

Setting the Stage for Collective Bargaining

In 1972 a Governor and a Legislature sympathetic to collective bargaining in the public sector were elected. It seemed inevitable that one or another of the several bills to legalize collective bargaining within the community colleges would be enacted shortly. Rich Wilbanks, DVC Senate President, began to lay the groundwork for DVC's encounter with collective bargaining with a series of articles in the *DVC Forum*. In "The Responsibility of Community" he noted "the threats to reasoned argument in this time of confrontation and coercion" and the need for faculty to support "an open process with no private deals." He appealed to faculty to serve on committees because in "a creative and responsible community decisions can't be left up to others." In a later article "Cooperation and Collective Bargaining" he called for the adoption of a "cooperative model" to avoid "ruinous conflict." "Most people prefer improving the present system," he reported, "and there will be no election if no group calls for one."[73]

During the 1973-74 school year the Senate, the Faculty Association and the DVC-AFT chapter explored separately and together the issues associated with collective bargaining. Positions ranged from that of Lee Armstrong who at the beginning of the year wrote "Collective bargaining is not if but when...it's time for the professional organizations to agree on an agent," to that of Peggy Radford, Faculty Association President, who in a year end *DVC Forum* article titled "Don't Shoot Until You See the Whites of Their Eyes" argued that people were spending a lot of energy on something that may not happen and that she would "keep her powder dry until there is a bill."[74]

At the opening faculty meeting in the fall 1974, Social Science instructor Rich Wilbanks gave what English instructor Dick Worthen called "a thoughtful talk" in which he convinced many that this was the year for collective bargaining. Worthen spoke for a sizable segment of the DVC faculty when he wrote "collective bargaining is purr word for industry but a threat to professionals." In a *DVC Forum* article entitled "No Winners" he appealed for maintaining a collegial environment in which to settle matters through compromise not conflict. Worthen described the college community as " a delicate organism that can easily be destroyed by tough talk and uncompromising behavior." Wilbanks in the same issue called for "a move toward cooperation and collective deliberation" and announced a Senate sponsored workshop to study district organization and ideas for "a cooperative collegial system."[75]

An alternative view was expressed by English instructor Karl Staubach. In a *DVC Forum* article titled "Collective Bargaining and Collective Bugaboo" he found the "genteel approach based on collegial dialogue" to be "wishful thinking." He saw collective bargaining as giving the faculty "some authority to go along with its expertise and responsibility."[76]

The *DVC Forum* was used extensively during this period to present the various positions on collective bargaining. As with other college-wide policy discussions, the *DVC Forum* provided an invaluable service for a college community too large and diverse to conduct in-depth exploration of the issues in any other way.

In February 1975 the *DVC Forum* published a special edition devoted to "The Collective Bargaining Issue." While some still held out for accepting "the adversarial inevitability" and an agency election between the existing voluntary organizations, most writers favored an approach that would keep the collegial spirit alive. Chemistry instructor and Senate activist Wendell Taylor proposed "the formation of a new district-wide voluntary association with no ties." This would avoid a divisive election based on "the ideological issues" dividing the CTA and the AFT. Rich Wilbanks in "A Move Toward Unity" wrote "we hear the message from our colleagues, above all else let's not allow ourselves to be divided." He argued for an approach such as that proposed by Taylor. This faculty did not need to lean on outside organizations for support because "our strength will be where it's always been: in our expertise, our doggedness, and our ability, en masse, to grant or withdraw cooperation in the running of this district." He presented as proof of this faculty's ability to take care of itself "salary, sabbatical, benefit systems and working conditions that are the best in the state."[77]

Notes to Chapter Four

1. California Teachers Association Personnel Standards Commission. *Contra Costa Junior College District: Personnel Standards Report.* March 1959, pp. 9-10.
2. Richard Worthen. Notes from meeting between elected faculty members and Superintendent McCunn, December 1960. DVC Archives.
3. *CCJCD Personnel Standards Report,* pp. 15-16.
4. *Ibid.,* p. 21.
5. George Gordon. Letter to Richard Worthen, December 28, 1960. DVC Archives.
6. Len Grote, Dick Worthen, Lee Armstrong and John Porterfield.
7. Worthen notes.
8. *Ibid.*
9. The song was a poem set to music by Dr. Philip Dalby, then a music instructor at DVC. Dalby was soon to be named Dean of Instruction by Superintendent McCunn without consultation with the college director, Karl Drexel.
10. Isabel Sargeant. Interview with Ruth Sutter, February 9, 1989.
11. Robert Martincich. Interview with Don Mahan, April 1989.
12. *The Richmond Independent.* December 7, 1961.
13. Drummond McCunn. Letter to the DVC Associated Students. Published in *The Viking Reporter,* January 10, 1962.
14. *Ibid.*
15. *Contra Costa Junior College Governing Board Minutes,* January 22, 1962.
16. The panel members were: Dr. Harry McPherson, Superintendent of Napa Public Schools; Dr. Hilton D. Bell, Superintendent of Azuza City Schools; Mr. Karl Bengston, Teacher and Dean, Hartnell College; Mr. Wendell C. Black, President of Los Angeles Harbor College; Mr. Lewis T. Clohan, Teacher, San Jose Unified School District; Mr. Richard W. Corlett, Attorney and member of the San Anselmo Governing Board; and Mr. John P. McCracklin, State Financial Research Technician and member of the Rio Linda Governing Board. All held executive positions in the sponsoring organizations.
17. *Report of an Investigation.* Joint Investigation Panel (California Association of School Administrators, California Teachers Association, California Junior College Association, and California School Boards Association). March 1962, pp. 5-6. The specific list of problems presented to the panel was:
    1. Lack of, or no communication between district administration and faculty.

ily be communicated from faculty to board, or from board to faculty.

3. Arbitrary and unprofessional attitudes and conduct by the superintendent to selected members of the faculty and staff.
4. Vindictiveness.
5. Lack of loyalty toward teachers as evidenced by expressions made in public.
6. Failure, and deliberate refusal to allow persons to be affected by policy to assist in formulation of same.
7. Many additional incidents and instances of interpersonal concern and issues of educational nature stemming from these several areas of broad concern.

18. *Report of an Investigation*, 1962, p. 9.

19. *Ibid.*, p. 10.

20. *Ibid.*

21. *California Administrative Code.* Title 5, Section 53201, p. 632.

22. *DVC Forum.* October 13, 1965.

23. George Archinal. CCJCD Press Release, May 1, 1965.

24. William Niland. *Faculty-Administration Conflict in California Public Junior Colleges.* Ed.D dissertation, University of California, Berkeley, 1964. pp. 146-147.

25. William Niland. *Remarks on First Coming to Diablo Valley College.* May 14, 1965. DVC Archives.

26. William Niland. *Remarks to the Diablo Valley College Faculty.* February 24, 1966. DVC Archives.

27. The *DVC Forum* began in 1965 as a newsletter for the DVC Faculty Association. In 1976 it became a publication of the DVC Faculty Senate. It has provided an indispensable vehicle for presenting and discussing campus issues. The development and role of the *DVC Forum* is described in Chapter 7.

28. Niland. Dissertation. p. 148.

29. Karl Drexel. *Providing and Organizing Student Personnel Services: A Report from Diablo Valley College.* Presented to Conference on Establishing Junior Colleges, University of California, Los Angeles, July 10-12, 1963. pp. 13-14.

30. *Ibid.*

31. *Accreditation Report.* Diablo Valley College, December 1965.

32. According to George Coles in his presentation recorded in the CCJCD Governing Board Minutes, January 22, 1962, "It is easy to recall the arbitrary shelving of the Lee Report by McCunn in an attempt to avoid board consideration of the document. Meanwhile McCunn told the faculty that the board has abandoned the report as illegal and unworkable."

33. Niland. *Remarks to the Diablo Valley College Faculty,* February 24, 1966. DVC Archives.
34. *DVC Forum.* April 27, 1966.
35. *Ibid.* June 8, 1966.
36. *Ibid.* March 9, 1966.
37. The terms "college-within-a-college" and "cluster college" both refer to an organizational plan in which the staff and the programs of a college are sub-divided into mini-colleges each with its own faculty, student body, program and facilities. The intent of the plan is to retain the interpersonal environment of a small college within the context of a physically large institution.
38. *DVC Forum.* May 25, 1966.
39. DVC Faculty Senate Council Minutes, February 7, 1967.
40. *DVC Forum.* March 10, 1967.
41. John Kelly. "The Cluster College—Answer to Junior College Size?" Article submitted to CJCA Journal, September 1967. p. 2.
42. *DVC Forum.* March 10, 1967.
43. *Ibid.*
44. *Ibid.*
45. Stanley Yale. *Attitudes and Achievement of College Freshmen in General Education Involving Integrated Teaching,* Ed.D dissertation, University of California, Berkeley, 1965.
46. *DVC Forum.* May 11, 1967.
47. The following account is drawn from both John Kelly's article, "The Cluster College—Answer to Junior College Size" and the recollections of the present writer, Don Mahan, who served as Master of College A.
48. DVC Faculty Senate Council Minutes, March 19, 1968.
    Dr. Niland's position also reflected the recommendations of the two most recent Accreditation Teams that chairs be appointed and have administrative responsibilities. While appointment was the most commonly accepted practice in community colleges, it was inconsistent with DVC's own traditon of "democratic" governance.
49. Memo, Administration Committee to Faculty Senate Council, January 18, 1966. DVC Archives.
50. Niland. *Remarks to the Diablo Valley College Faculty.* February 24, 1966. DVC Archives.
51. A vote of the faculty conducted by the Administration Committee in June 1967 overwhelmingly supported the concept of elected chairs.
52. *DVC Forum.* February 27, 1969.
53. DVC Faculty Senate Council Minutes, 1969. Resolution on adminis-

trative reorganization by J. King, R. Norton, and K. Staubach. King's name was later withdrawn as having been incorrectly listed as sponsor.

54. DVC Faculty Senate Council Minutes, September 17, 1968.
55. *Progress Report of the Quarter System Study Committee.* April 1, 1966. DVC Archives.
56. In reporting the committee's decision to recommend an election, Chairman John Bacich mentioned that "the State Board of Education has asked the junior colleges to indicate by January 1968 what they intend to do about the quarter system."
57. *DVC Forum.* June 8, 1967.
58. Grant Hooper. *Letter to Fellow Senators,* January 11, 1968. DVC Archives.
59. *Ibid.*
60. The Steering Committee for Conversion to the Quarter System included: William Niland, John Kelly, Martin Olavarri, Colin McGlibery, Carol Johnson, Kenneth Newman, and Helen Lindgren.
61. *California Administrative Code.* Title 5, Section 53201, p. 632.
62. *DVC Forum.* September 21, 1967.
63. DVC Faculty Senate Council Minutes, October 5, 1965.
64. Karl Drexel. Letter to DVC Senate President Hooper, November 2, 1967. Included in DVC Faculty Senate Council Minutes, November 8, 1967. Traditionally both CCC and DVC had an equal number of representatives on district committees. Drexel argued that members voted "philosophically" on issues and not on the basis of campus affiliation.
65. *DVC Forum.* November 2, 1967.
66. DVC Faculty Senate Council Minutes, June 6, 1966.
67. *Ibid.* April 11, 1967.
68. *Ibid.* May 5, 1967,
69. *DVC Forum.* November 15, 1968.
70. *Ibid.* November 27, 1968.
71. *Ibid.* December 12, 1968.
72. William Tarr. *Governance in a California Community College: A Contextual Analysis of Decision-Making Under Pressure of Growth With Implications for the Future.* Dissertation, Lawrence University. 1971.
73. *DVC Forum.* September & October 1973.
74. *Ibid.* February 14, 1974.
75. *Ibid.* September 20, 1974.
76. *Ibid.* October 4, 1974.
77. *Ibid.* February 14, 1975.

Chapter Five
FULFILLING THE COLLEGE PHILOSOPHY

The first generation of DVC administrators and faculty members had firm ideas about what kind of college they were creating. A lot of those ideas were expressions of criticism about the conventional notions of the day. During the first decade a great deal of energy was devoted to the practical demands associated with providing classrooms and filling them with students. Still, these first generation staff members made time to discuss educational philosophies and to consider the philosophical implications of their day-to-day practices. In preparation for the college's first full accreditation in 1960, the staff reexamined the statement of philosophy that had been guiding policy and practice in all aspects of college life at DVC. It was a statement of commitment to students, to democratic ideals, to general education, to the open door, and to learning. The challenge to the college during the middle period (1960-1975) was to make those commitments real in the face of enormous growth.

It is important to keep in mind that some of the efforts to fulfill the college's philosophical commitments described in this chapter were occurring at the same time as the administrative turmoil presented in Chapter Four. And that a number of these efforts occurred at the same time though each is discussed independently here.

General Education 1960-1975

As indicated in Chapter Two, general education was one of the keystones of the DVC approach to curriculum. In a restatement of the college philosophy published in 1960 the faculty declared, "General education is an area of our curriculum to which a major share of our efforts are bent."[1] For most of the professional staff, general education expressed the college philosophy. During the 1960s DVC's general education program was subjected to intense study, and efforts to transform it seemed to be generated more out of philosophical considerations than out of practical concerns.

The Accreditation team that visited DVC in 1960 found that the general education program was insufficiently defined and recommended that its philosophic principles be clarified and published in the college catalog. The clash between philosophic principles and practical considerations would extend over the next fifteen years.

The idea of achieving general education through a "core" program approach remained a goal for many faculty, especially in English, the social sciences and humanities. It was to resurface in 1964 as "The Experimental College Plan," in 1967 as "The College-Within-A-College," and in the 1970s as "The General Education Division" proposal. In all of these proposals there were mechanisms for demonstrating the interrelatedness of knowledge across the areas. Both the Social Science and English Divisions retained specific courses required of all students for many years, but the pressure for alternatives had left the curriculum with only one specific course—English 122—which all students who seek general education must complete.

An approach to general education that had roots in the attempts to make connections between fields within the "areas" became the focus of interest during faculty-wide meetings in the early 60s. It was labeled "the interdisciplinary approach" and was refined as a curricula concept by a committee chaired by Social Science instructor Charles Sapper. According to committee member John Porterfield, one of its strongest proponents, "General education is based on the assumption that the interrelatedness of knowledge is real and ascertainable."[2] The interdisciplinary approach placed demands upon the individual instructor to find integration between the subject matter of his course and other fields of knowledge. This approach was seen as an antidote to "the pressure to specialize." It was assumed that certain courses were too specialized to allow an interdisciplinary approach and so would be excluded from designation as general education. Departments were expected to develop courses based on "conscious integration" among related fields. As Porterfield put it "we simply can't afford the insularity of specialization...the holistic approach will help clear the way for a new educated man to rise from the community of scholarship."[3]

Both the core and the interdisciplinary approaches were resisted by those who saw the college's mission as preparing students for a specific major or vocation and by those who believed that student choice should not be restricted by extensive requirements or tailored programs. It was fortunate, in the view of these resisters, that neither approach ever got much beyond the status of philosophic ideal.

As a philosophic ideal, integration was generally accepted and written into college policy. General education was distinguished from "Liberal Arts" education in that it was designed to achieve the integration between fields for the student, while the liberal arts approach left it to the student to find the connections on his own. To actually create a curriculum and teaching strategies capable of achieving integration for all students would have required extensive cooperation and communication among all members of the college professional staff. Two Deans of Instruction, George Madison and John Kelly, tried to engage the total faculty in the necessary dialogue. Given the small size of the faculty in 1960-61, Madison was able to make some headway by getting the faculty to adopt the distinction between general education and liberal arts as well as the idea of a consciously integrated general education curriculum. But the rapid growth of the college during the early 60s made frequent faculty-wide meetings seem an impractical option for exploring complex curricula issues.

Dean Kelly decided the best hope for defining the interdisciplinary approach in practical terms would be to bring individual instructors from different disciplines together to discuss integration at the actual course level. He began by bringing together for lunch a teacher of Communication 120, Social Science 110, Humanities 110, Physical Science 110 and a counselor to discuss what each would cover in the next week, to share texts and to explore common concepts.

After several such sessions according to Kelly "I came to believe that we were working at a shallow level (limited to), 'What do you know, we all use some of the same words.'"[5]

However, this interaction sparked the interest of the participants sufficiently to create the STAT (Study of the Team Approach to Teaching) program. STAT involved a blocking of courses which provided an integrated curriculum for a small group of students pre-enrolled in selected courses. The instructors met regularly to decide on interdisciplinary concepts to be presented in all classes. Students were also required to attend several general sessions at which all the instructors interacted around some central topic. It was a model that could be offered for a few students but there seemed no way to provide it for every student, although the College-Within-A-College plan several years later did originally aim for that goal.

Instead, the general education program by the late 60s was more "liberal arts" than "general education" in character. Students had a large number of courses to choose from and there was no formal effort at "conscious integration." Since the faculty's *General Education Statement* did not define integration in practical terms and because there was never strong support for restricting general education credit to the core courses, it was difficult to resist the pressure to add courses. Every new Instruction Committee was faced with developing its own reading of the intent of the statement, which proclaimed ideals but few specifics.

Finally, in 1967 a General Education Committee was charged with translating the philosophy into terms that could be used to justify a course's qualification as general education and that could be used to evaluate a student's achievement of general education. At the time Dean Kelly and others had been attracted to the ideas of Philip Phoenix. Phoenix, in a book entitled, *Realms of Meaning: A Philosophy of the Curriculum for General Education*, argued for dividing knowledge into several "realms" each of which had its characteristic organizing principles, styles of learning, and objectives.[6]

Taking the Phoenix model with the demand for measurable outcomes into account, the committee reformulated general education into several realms of knowledge defined by *objectives* which a student could be expected to demonstrate or understand. This objectives approach was put before the faculty for a vote, and it was adopted overwhelmingly. The divisions and departments were then asked to assess their courses in terms of the objectives and identify the courses which could be shown to achieve specific objectives. Departments were encouraged to create new courses; however, with rare exceptions, they chose to stay with existing courses. The process extended over two years and finally resulted in the general education program that continues to the present.

DVC's general education program has been challenged over the years by advocates of a "minimalist" approach. Because the State Education Code (Title V) specifies only 15 units of required general education, those opposed to placing "unnecessary" institutional obstacles before students do not see why the college should require more than the minimum. Perhaps the most searching presentation of this position was made by counselor Jane Castellanos:

> We not only accept General Education as a state requirement; we espouse it as a philosophy....Our students not only have to be baptized, they have to walk in the paths of righteousness. The AA now must certify 'generally educated behavior,' the courses suggested by the faculty for inclusion on the acceptable list indicate no unanimity and little indication of a faculty that is genuinely generalist. Our greatest handicap is our unwillingness or inability to test our hypothesis. Do we explore with incoming students which aspects of behavior they already possess? If we did teachers and students sharing the responsibility might be able to map out a set of experiences to produce the desired behavior changes. If we can't accommodate the complexity of the problem, then let's just be honest and say 'Boys and girls, the state says you have to take 15 units of GE. Here it is.'[7]

Technical-Vocational Education During the Middle Years

Both the District Governing Board and the college staff from the very beginning conceived the college's programs of study not as extensions of the University of California's programs but, instead, as responses to the needs of the county's communities. That conviction required a curriculum that reflected the staff's commitment to general education and its perception of the educational, social, economic, and vocational needs of the communities it was founded to serve. At the same time, individual courses had to be designed to meet the transfer requirements of the university and the various state colleges.

Almost without exception other junior colleges met these differing goals by providing several essentially distinct curricular patterns: transfer, terminal, and general education. The DVC faculty, in keeping with their belief that the college must not close off opportunities by channeling students into narrow pre-determined curricular "tracks," chose to institute a "single curriculum" concept. The idea was to provide a basic program of courses for all students thereby freeing the college from having to discriminate between transfer, terminal and general students.

The greatest challenge in implementing the single curriculum concept was in the area of what was called "terminal" education. It was easier to develop general education courses that would meet lower division transfer requirements than to introduce fairly demanding academic requirements into programs that many viewed as training for specific jobs. To accomplish the latter, terminal education had to be given a new interpretation. As reported by then Sociology instructor Bruce Watson in a 1959 study of DVC's unique institutional style:

> The assumption was abandoned that (terminal) education was second best to the transfer program and that students enrolled in it were of less ability than those of the transfer program. Instead, new assumptions were made: (1) All students in vocational courses should have as many general education courses as their programs would allow, and (2) that students in these programs do not always terminate their schooling after two years.... The result of these two assumptions—which were soon translated into facts—was that no difference was made between transfer and terminal students.[8]

This refusal to distinguish between students based upon program choice was made explicit in the statement of grading policy in the DVC Faculty Handbook.

> *Any* student may make an A or B; such grades are not limited to students who are known to be transfer students.... We do not necessarily regard transfer students as more able than terminal students—in fact, we will not make any attempt to distinguish between the two groups.[9]

It was also reflected in the unwillingness of the faculty to establish special academic courses for vocational programs. Proposals for mathematics for electronics students, biology for medical secretaries, and English for business students were rejected as incompatible with the college philosophy.[10]

It was clear from the beginning that this approach was not consistent with the idea of *terminal* education. This term was in widespread use in the 1950s and can be found in college documents of the period. However, many were uncomfortable using it and by the 1960s it had been replaced by *technical-vocational* education.

Unlike many junior colleges which inherited ready-made vocational curricula from a high school district or in the form of already established facilities, DVC was able to develop its own. It is no surprise that almost all of the vocational programs offered had a transfer potential as well as specific training for employment. They were electronics, dental assisting, vocational nursing, business, police science, firemanship, and industrial psychology. Such programs contributed to the college's ability to maintain the single curriculum philosophy throughout the 1950s and well into the 1960s.

The single curriculum position led to the following policies:

- a resistance to offering programs which would lead to "dead end" jobs,
- a requirement that students receiving Certificates of Achievement also qualify for the A.A. degree,
- a refusal to offer programs simply to supply employees with certain skills,
- a tendency toward technical programs requiring two years to complete,
- an unwillingness to create separate organizational units to administer vocational programs.[11]

Not all of these policies were welcomed by vocational education faculty who joined the college later and were not part of the originating philosophical discussions. By the spring of 1962 when the Lee Report recommendation that the college adopt a divisional structure including a Technical-Vocational division was being discussed, Dean of Instruction Philip Dalby reported a meeting with the vocational education faculty "in which they all [*sic*] unanimously agreed it would be desirable to have such a division on this campus."[12]

Vocational instructors were encouraged to participate in the many discussions of general education over the years. Most of these instructors struggled with an honest dilemma. The great majority of them voiced strong support for the concept of general education and acknowledged the value of educational breadth for their students. However, in many of their programs there was increasing pressure to provide students with more program-specific information and skill training. This led to efforts to limit the number of course requirements not directly related to the student's chosen technical or vocational area. These efforts were usually opposed by members of the academic faculty.

The Open Door

For most junior colleges, as they were called in the early 1960s, "open door" was simply a term relating to the absence of restrictive admissions requirements. At DVC, "open door" referred to a total approach to education. In response to legislative and state agency proposals that were perceived as threats to the "openness" of its programs and policies, the faculty created the DVC Open Door Committee in 1964. The Committee produced what came to be known as "The DVC Open Door Statement." Its creators were concerned about

> a general erosion of the concept of the open school in the open society. This erosion seems to be manifest in actions taken (and not taken) in the state legislature, in regulations and actions issuing from the State Board and the State Department of Education, and in the apparent wide-spread indifference in the profession and the public.[13]

In a separate statement, John Carhart writing as a member of the Open Door Committee observed:

> College doors are closing with frightening speed. All segments of higher education except the junior college are raising both fees and entrance requirements and boasting of this as an achievement.[14]

The committee members saw a trend developing toward "exclusiveness in junior college education in California." As evidence of the trend they pointed to "attempts to increase employability by training and retraining those who were unemployed because they were basically uneducated." To avoid a future in which there were great numbers of "idle and alienated citizens," the junior colleges should be even more open to accommodate those who don't see themselves "as worthy and contributing members of society." Counselor Ashley Stevens, a committee member, pointed out "the contradictory position of those who are horrified by J.C. dropout rates and at the same time want to increase the obstacles for those who want to come in."[15]

The committee opposed the use of terms that "pigeonhole and eliminate students." Instead they proposed the approach advocated by John Gardner:

> We must never make the insolent and degrading assumption that young people unfitted for the most demanding fields of intellectual endeavor are incapable of rigorous attention to some sort of standards.... There may be excellent plumbers as well as excellent philosophers.[16]

The DVC Open Door Statement called for a "reconsideration of the nature of intellectual rigor and a reconsideration of the nature and complexity of our cultural assignment." The Open Door served "the (total) human person, the democratic society and freedom in our time" which were perceived as "all of a piece." The committee declared its intent "to provide a rallying center for those who want to defend and increase the openness of junior college education." This would be carried out through dissemination of the Statement and the possible development of an intercollegiate organization.

The Statement was signed by 50 faculty members and presented to the Governing Board which voted to endorse it as District policy in June 1965.[17] As reported in the *Forum* that fall there was "statewide interest" in the statement. It was published in the California Junior College Association *NEWS* and became a key element in the efforts of the junior colleges to define their special role in California post-secondary public education.

At the same time, Vince Custodio, then a second-year counselor, expressed concern about "not having heard much discussion among faculty members of the open door policy" in his short time at DVC. He then explained why in his view it was the most essential feature of the college.

> It may be difficult for many to appreciate the emotional and intellectual benefits derived from a student's self conception as a full participant in the college community. We must not allow the open door to

become a cliché...the faculty must be more active in explaining and nurturing it.[18]

Picking up on Custodio's concern, Bob Martincich in the next issue of the *Forum* suggested "Let's Stop Giving F's." He called the F grade "the trapdoor behind the Open Door." To those who feared the loss of "the student's right to fail," he proposed that there were less punishing ways to inform the failing student. "We boast of our responsibility to the late bloomer," he wrote, "but how can he bloom if we flush him out of the soil?"[19] This was to be the first of a number of efforts to extend the Open Door concept to an "Open College" concept in which people were not penalized for being unprepared intellectually, emotionally, or socially. Armand Mauss took up the gauntlet in a *Forum* article entitled "The Open Door: Program or Platitude?" Mauss found no consensus about what "open door" means. He was particularly upset by the term "open door philosophy" which lent itself to treatment as "an ideology." He characterized that ideology as the assumption that all students are alike and the refusal to make meaningful distinctions for fear of labeling and stigmatizing students. He asked that "less time be devoted to elevating the 'Open Door' to a state of institutional holiness" and more attention be given to "instituting a multi-faceted program to study the social, psychological and intellectual categories among our students." He feared that DVC students might perceive our permissiveness as disinterest. With regard to the F grade he pointed out that "punishment and stigma accompany whatever grade is designated as lowest."

Bill Tarr introduced an element of the mystical into the debate when, in response to Mauss, he wrote "The open door is an aspect of democracy and like democracy is hard to define and establish. The open door is a self-fulfilling prophecy." To which Anthropology instructor Neil Kirshner replied, "Are we being asked simply to have Faith?" Mauss wondered whether "we are to value intuitive knowledge over empirical investigation." In an article entitled "How Many Doors?" Don Mahan pushed the metaphor to its extreme suggesting that "Open Door" meant "Openness as an institutional concept: open curriculum, open relationships, open minds."[22]

During a period of rapid growth, with great numbers of students knocking at the door, many of them ill-prepared for traditional college education, the effort to define the Open Door served to "open the door" for re-examination of almost every policy, procedure and standard that had previously defined the college. The most immediate outcome was the liberalization of the policy on withdrawal from a class. In the spring of 1967 a policy was adopted which allowed a student to receive the "W" grade after taking the final examination in a course. One proponent of the policy argued that "the proper policy must take into account the open door environment in which unnecessary obstacles have no place."[23]

Looking back on the "W Policy" debate, Dean of Instruction John

Kelly later observed,

> The only thing we did was to liberalize the granting of a W in the belief that denying a student any credit was sufficient punishment for poor work. A student receiving a D usually did not have to repeat a course. With a W he would have to do so if the grade was important.[24]

In the late sixties the "open door" came to be associated with opening the campus to cultural and social pluralism. Superintendent Karl Drexel, in an article entitled "Pluralism, Compassion and Competency in Education" warned against using the open door "as a cover for the superficial or token." He saw

> grave danger in the impression that there is some cheap and easy road to a valid education.... There is room for legitimate pluralism but ethnic studies are not magic; the key to success is teachers who are compassionate but demanding and competent.[25]

A month earlier, Drexel had called for "keeping the doors open and inviting." He observed that the open door was endangered at the state level by proposals for restrictive admissions policies. He noted the outcome of the recently completed Berg-Axtell study which documented the success of high-risk students in completing junior college programs. The study clearly confirmed the society's investment in "serving those most in need."[26]

DVC's Non-Tracking Policy

Until quite recently DVC was the only junior/community college in California without a "tracking" policy. The other colleges had "tracks" for their programs in English, Social Science, and the Sciences, both Physical and Life. These varied from two to as many as eight track levels.

The refusal to track students was one of the "first principles" adopted by the ECCJC faculty. To them it was simply an extension of their commitment to educational programs that were consistent with life in a democratic society. Within a "people's college" no one should be judged on any basis other than performance. If the junior college was to truly offer students a "second chance," then past experience must not be allowed to prejudice the present. If democratic institutions offer participants legitimate freedom of choice, then the choices available must not be limited by the prejudgments of others.

Over the years there were to be many pressures brought to bear upon the DVC commitment not to track students. Many of the pressures were brought in the name of "the best interests" of students. Homogeneous grouping by preparation and ability was advocated to serve the interests of both the well-prepared student and the ill-prepared student. Undoubtedly, teaching a class with a wide range of student abilities and backgrounds was more challenging than a class where the range was narrow.

In reporting to the faculty on the 1965 Accreditation Report recommendations President Niland noted:

> The fact that we alone have stood against stratification of courses (or tracking of students) continues to be a source of considerable interest in this State and elsewhere. The Visitation Committee has recommended that we continue to study the feasibility of our system.... There is implied in the recommendation the notion that there is a relationship between the dropout and our course structure. We actually don't know enough about the causes of attrition.[27]

As the curriculum grew more courses were introduced to serve the needs of students at both ends of the range. However, the basic principle of individual student choice remained fundamental. Many strategies were attempted to accommodate students whose choices thrust them into situations beyond their skills and backgrounds. Among these were concurrent skills workshops, easy withdrawal policies, instructor and counselor support systems, and the eventual development of the College Learning Skills Center with drop-in and ongoing services.

In the 1970s as greater and greater numbers of less well-prepared students were invited to enroll, the strain on the faculty's commitment not to test and place students increased to the point where many felt a need to reassess the policy. Drop rates escalated. Large numbers of students were finding classes closed at registration that several weeks into the semester would have many empty chairs. Still, strategies based on testing or prejudgment were mightily resisted as official college policy.

The belief in the by-then "community" college as society's obligation to its "late bloomers" who needed a chance to find their own way prevailed on the campus. However, off-campus forces as reflected in the taxpayers' revolt and the legislature's turn from "opportunity" toward "productivity" had strengthened to a point where it was no longer possible to simply ignore them. By the mid-1980s those forces along with demands for greater success in meeting the needs of minority students produced the state-wide mandated Matriculation Program designed to assess incoming student abilities and guide students' course and program selections.

Keeping the Student at the Center

In July of 1963, the University of California, Los Angeles sponsored a "Conference on Establishing Junior Colleges." DVC Director Karl Drexel presented the major paper in the area of student services. He titled his talk "Providing and Organizing Student Personnel Services: A Report from Diablo Valley College." While Drexel acknowledged several things that might have been done differently, the thrust of his report was to advise those who start new colleges to follow the basic guidelines established at DVC. It was advice that Karl Drexel had no second thoughts about offering for, "at age 13," DVC had very few peers in its success at making the dictum, "The student is the heart of the college" a shaping principle of college policy and practice.

As Karl remembered the beginnings:

> We were new to each other, some had a very little junior college experience, and although some had training as counselors, no one other than our Director, Leland Medsker, had actually experienced the organizing of a student personnel program. BUT we had one great asset that more than offset these liabilities. Everyone who was centrally involved in starting our college was fully committed to the conviction that student needs come first.[28]

In Drexel's view, "a student-oriented atmosphere in a college not only greatly simplifies the problems of program administration," it actually counteracted the mistakes and shortcomings of administrators. When a student-centered spirit prevails, the job of the administrator is mainly to capitalize on it, to nurture and sustain it.[29]

Surveying DVC's 13-year experience with student-centered practices, Drexel could name only three serious areas of misjudgment: 1) the overexpenditure of valuable counselor hours in going over every aspect of a student's program every semester, 2) a failure to adequately anticipate the impact of rapid growth on student services, and 3) a failure to develop effective ways to insure everyday contact between the faculty and the student personnel staff. By 1963 the practice of reviewing and approving programs had been abandoned. The time saved was expected to be a resource for dealing with the other two problem areas.

On the other hand, the student-centered approach had produced an array of services and a climate that more than compensated for whatever misjudgments may have been made in the name of "student centeredness." Drexel's list of the programs and policies that exemplified DVC's student-centered approach does not seem very revolutionary today. It is a tribute to his influence and to the successes of the DVC Student Personnel Program that most of the services and the values that produced them are standard on most community college campuses in California today. During the 1950s the program was shaped around a belief in the student as a total person whose needs might be educational, psychological, medical, financial, informational, physical, experiential or social. Wherever there was evidence of student need, student interest or student potential, a program or service would be established. But by the late 1960s the capacity of the college to respond effectively to every aspect of the student's on- and off-campus existence was severely affected by the impact of numbers and changing attitudes about how much a college should try to be all things for all people.

However, in 1963 it was still possible for Director Drexel, whose own career had been primarily in the student personnel area, to boast that DVC provided the following services and programs for students:

- an admissions system that was regarded as a service to students;
- a campus nurse and Health Office that conducted medical screening of students;
- a full-time advisor/supervisor for the co-curricular and student activities programs also responsible for teaching a leadership course for student officers;
- a bookstore owned by the Associated Students with all profits supporting student activities;
- a college newspaper and two magazines financed through student activities and advised by instructors on special assignment;
- a testing service designed for student guidance and used by the majority of students;
- staff members with load reductions allowing them to administer student aid and student loans, to maintain a library of occupational data, to administer a job placement bureau and to conduct studies of the progress and achievement of students in the college.

But "overshadowing in importance all of the special services," according to Drexel:

> is the main function of the Student Personnel Program—that of individual and group counseling. Headed by an Assistant Dean of Student Personnel, 13 counselors serve our 3200 day students and are available at night to serve the 3500 part-time students. 28 sections of our group counseling course, Psychology 119, will be offered this fall. Most entering freshmen will be enrolled in this course. All counselors teach at least 6 hours a week and these sections of Psychology 119 are considered teaching assignments. They also, of course, are group guidance and when so calculated bring our counselor/pupil ratio well within recommended limits. Guidance emphasis is upon educational and vocational counseling.[30]

During the 1960s there developed a trend away from classroom instruction by counselors. When growth brought a demand for more psychology classes, full-time psychology teachers were hired and those counselors who preferred individual counseling no longer needed to staff psychology classes.

The social concerns of the 1960s also led to a shift in emphasis within the Psychology 119 course from educational and vocational guidance toward "self-awareness." As a course focusing on personal development Psychology 119 was in competition with Psychology 122 and so, by the 1970s, it was dropped from the curriculum. Increasingly, classroom instruction became a matter of individual counselor choice and most chose full-time counseling.[31]

The basic approach to counseling and guidance adopted by the DVC staff from the beginning was to employ a professionally trained counseling staff of sufficient size to free the classroom faculty from responsibility for student advising. "Instructors generally do not presume to have the special competence required for counseling as distinguished from advising, and the dividing line between these activities is hard to draw."[32] In addition to providing a large counseling staff, the college was also committed to "maintaining an atmosphere in student-faculty relations that encourages students to capitalize personally on the opportunities they have for informal consultation with their instructors." In the early years this informality seems to have worked well. Both counselors and students found that most faculty were generous with their time and interest. All faculty members were expected to be available during registration to advise on course selection and to assist counselors with program and transfer guidance. As a result, students saw that the college intended faculty members to be resources for students outside the classroom as well. By the late 1960s growth and increasing complexity began to make inroads. Students required more than friendly advice from well-meaning but not always well-informed instructors. Both transfer and graduation requirements became more stringent and ill-advised students paid a high price for inappropriate choices.

Karl Drexel, describing the formative years of the student personnel program, in 1963 wrote:

> A feature of our attitude in student personnel that characterizes our general operation as a college is a considerable degree of permissiveness. Although we wish not to be doctrinaire in the matter, we are convinced that directiveness in counseling, in student activities and in the general operation of the college, however much it may contribute to a more smooth-running institution, is not conducive to sound growth in a student or to the building of a healthy democratic society. We share with many others the conviction that the soundest way to encourage a college student in the development of healthy adult attitudes is to treat him like an adult.[33]

One aspect of this adult treatment was to allow students to find their own sources of advice. Concern about the effectiveness of this laissez-faire approach led the Business Division to survey students in its programs in 1966. Of the 346 students responding to a question about where they sought guidance about course and program decisions, 24 percent went to a counselor only, 8 percent went to an instructor only, 24 percent went to both a counselor and an instructor and 42 percent sought help from neither. In April of 1967, Chemistry Instructor Paul Yeager submitted to the *DVC Forum* an Open Letter to the Counseling Division in which he reported a survey he conducted among 170 students in his classes. According to Yeager's calculations, 40 percent of the scheduled counseling time went unused and the other 60 percent was used by only 28 percent of the students. He claimed that "repeaters monopolize counselor time." Yeager's "study" was challenged in the following *DVC Forum* by Counselor Jerry Kogan in an article signed by every member of the Counseling staff. Kogan questioned both the validity of the study and the accuracy of the reasoning which led to the conclusion that 40 percent of counseling time was not being used. He mentioned a recent visit by Dr. Charles Collins, then a professor in the University of California at Berkeley Department of Higher Education, who stated in a report to President Niland that "DVC counseling is comparable to the best in the nation." Collins also recommended that DVC develop a counseling demonstration center to acquaint other community college counselors with the DVC approach.[34]

Student Evaluation of Instruction

In one way or another students have always used informal means to express their views about the quality of the instruction. Individual DVC instructors, in keeping with the college's strong commitment to treating students as responsible adults, undoubtedly encouraged student evaluation of particular classes right from the earliest days of the college. However, a formal plan to have students evaluate their classes and instructors and then publish the results was not put into effect until 1969. By then, the notion that students should play an active role in shaping their educational experience was being advocated throughout higher education.

Counselor Bill Walsh who was instrumental in bringing the plan to fruition recounted his own interest in evaluation by students in a *DVC Forum* article announcing Instruction Committee approval of the procedure.

> My interest in this area was first stimulated nine years ago by a student named Dennis Ryan. He came to my office and expressed his desire to show his 'great appreciation for what my instructors at DVC have done for me,' in some public way so that not only would the instructor know it but others in the community would know as well. Dennis worked out a questionnaire and presented it to a faculty committee at the time. The committee added their suggestions and modifications and since that time several faculty have used the questionnaire for their own information.[35]

Walsh reported an attempt by the student Honor Society three years earlier to produce a student evaluation of instruction by mailing 6000 questionnaires to currently enrolled students. This effort received only 600 responses and so could not be used for a comprehensive evaluation. However, according to Walsh:

> The one striking picture that came out of the 600 questionnaires was the overwhelming number of expressions of positive satisfaction and appreciation [95 percent of the responses] for the instruction received [at DVC].[36]

As presented by Walsh, a system for formalizing student evaluations was bound to present the college's programs and staff as successful. And, during the two years that the program operated, that proved to be the case. A special class was created to conduct the surveys, tabulate the results, and write the document which was titled *Feedback*. All instructors were invited to participate by volunteering one of their classes for evaluation by questionnaire and interview; 194 did. Students in the evaluated classes supplied either/or answers to each of 25 questions. For example:

> Is the subject matter interesting YES NO
> Is the class hard or easy? [Circle one]
> How many quizzes and tests are there? Too many Too Few
> Is strict attendance required? YES NO
> Do you or don't you like the instructor? YES NO Why?[37]

Room was provided for additional comments. For each of the surveyed classes the *Feedback* entry gave the number of students responding, a description of the courses supplied by the instructor, and a summarization of the questionnaire answers composed by one of the *Feedback* student authors. *Feedback* was published by the DVC Associated Students and distributed to students through the college bookstore. Summarizing the results, Walsh wrote:

> Again, I have been impressed with the overall satisfaction of students with their courses and instructors at DVC. This has added to my conviction that I'm working at the best community college in the country. My only serious misgivings are over the writings of my students based on their interpretations of the questionnaires. While all this writing will be helpful to students selecting courses, it leaves me somewhat unsatisfied in "feeding back" detailed and accurate enough information to enable instructors to modify their teaching strategies.[38]

Walsh found that he had to really push the students in his *Feedback* class in order to produce the finished document. After two years he decided that he was no longer willing to play this enforcer role. He surveyed the faculty to find someone willing to take over the class. English instructor Gerald Sedgewick volunteered. However, Sedgewick was also unwilling to exert the day-to-day pushing that was apparently necessary to get the job done. No publication emerged from the third year of effort and *Feedback* was abandoned.[39]

Tutoring and the Learning Center

Before 1965, tutoring at DVC was largely a matter of individual instructors and students arranging informal study sessions between less successful students and more successful students. The increasing population of students on academic probation led Dean of Students Verle Henstrand in the fall of 1965 to call a meeting of people interested in the problem. The outcome of that meeting was the Probationary Student Program, one component of which was DVC's first effort to provide an institutionally sanctioned tutoring program. The tutoring program was designed and managed by English instructor Karl Staubach and counselor Les Hatch. They based their approach on the insights gained from a

Columbia University study of after-school student help programs which showed that older students who tutored younger students made significant gains in their own academic achievement. Potential DVC dropouts were identified by their academic records. Staubach and Hatch sent a letter to each potential dropout inviting him or her to participate in a program to help intermediate school students who were not doing well in school. The tutors would earn credit in Social Science 230, Field Studies. Over 40 DVC students elected to participate. The first tutoring sessions took place several afternoons each week at the Valleyview Intermediate School across the street from DVC. Staubach and Hatch supervised the sessions on a voluntary basis. In the beginning they attempted to conduct tutor training sessions but it was soon apparent that an "on-the-job-training" approach produced better results. When left to themselves, tutors and tutees found each other and informally worked out ways to help each other. Staubach and Hatch were available to assist by request. The success of the program led to its being extended to other sites. These included the Riverview Intermediate School, the Vacaville Prison Facility and the Clayton Rehabilitation Center operated by the Contra Costa Sheriff's Department. In all cases, DVC students who had been identified as academic low achievers were able to improve their own academic skills by helping others. By the early 1970s a significant number of the 200 or so tutors involved each semester stayed in school and raised their GPA's. English instructor Ken Newman and Biology instructor Howard Knight were associated with the program at various times. Among the students who completed the program Mike Miller went on to be an instructor at LMC as did Estelle Davi, and John Lewman received a B.A. from St. Mary's College and returned to DVC to become Campus Director of Tutoring Programs.[40]

During the time that the Probationary Student Program was functioning other institutional efforts were developed to provide students with academic help outside the classroom. Counselor Jim Stubblefield was awarded a grant from the State to implement a program to identify high risk students based on their high school records and then to provide those students with special orientation, counseling and tutoring support. The Reading Committee of the English Division developed a plan for a Reading Center and Lab which allocated more space for tutoring and free reading activities than for classroom instruction. The Reading Committee's plan first materialized in a temporary facility composed of three trailer units joined together. That structure housed the reading program until 1972 when the new Communications Lab building was completed. Essentially the same plan was used in the design of this permanent facility. Central to the plan was a large open space designed to invite browsing, reading, and quiet conversation. The idea was to supplement classroom instruction with an environment conducive to reading—comfortable places to sit, lots of books, and the presence of other readers. With the classrooms located on the periphery of this space, students were likely to pass through it on their way to class. The space was also available for individual or small group work directly associated with in-class instruction.

It was not long before reading instructors were organizing tutoring sessions in the central area both during and after classtime. In order to provide supervision and to encourage additional student participation, sections of Study Skills 114 were adapted to a drop-in, positive attendance format through which students could earn credit for tutoring sessions and an instructor could be assigned to supervise the overall process. Thus what began as an informal arrangement to offer help in reading development to underprepared students evolved into a formal component of the English Division program. In the early 1970s the availability of federal funding through the Educational Opportunity Program (EOP) made it possible to pay tutors. The shift from a volunteer-based program to an employee-based program was the first in a number of steps that eventually transformed the Communications Lab and Reading Center into the present Learning Center with its wide array of basic skills courses and learning support services. A similar story of evolution from the informal efforts of a few instructors into a major institutional commitment can be told with regard to tutoring in Mathematics. Like the Learning Center, the Math Lab serves a great many students each semester. Both facilities represent DVC's determination to support the learning efforts of students.

Who Should Pay?

DVC's student centered philosophy was put to the test during the 1967 faculty discussion of a legislative proposal to impose tuition on community college students. As the *DVC Forum* editors put it in an editorial entitled "For Sale (cheap) - A J.C. Educational Philosophy,"

> Last Thursday the faculty met in section groups to consider whether certain DVC students should pay to attend college (and whether they should pay to park if they do attend). The day proved to be something of a revelation. It would appear, if one were to judge from frequently heard and oft-quoted remarks, that the open door philosophy, long espoused by the faculty of this school, is wearing a bit thin in spots (could it have been lip-service veneer all this time?). The day brought forth such comments as: "The students will appreciate their education more if they pay something for it"; and "If a student really wants an education, he'll find a way to afford college"; and "These are difficult times." Such reasoning bears scrutiny. For instance, given this "He who pays, appreciates" argument, does it follow that the appreciation is in direct proportion to the amount of the payment?[41]

In the same issue 61 faculty members signed a statement titled "FEE? NO!". The reasons for rejecting the fee proposal were listed as:

> Because fees violate principles upon which our junior college system is founded; because they will inevitably have a tendency to limit access to college; because they transfer educational costs from the total society to a special segment; because their obvious hazards outweigh their proffered benefits; because they are an unworthy and facile device for avoiding necessary taxation, we oppose any imposition of special fees as a condition of junior college attendance.[42]

Social Science instructor Armand Mauss may have spoken for many of those who elected not to sign the statement. In a *DVC Forum* article, "FEES, PLEASE!" Mauss wrote, "the statement in question cannot be seriously supported by a community of responsible scholars (to say nothing of a school board!)... " In support of his contention Mauss accused those associated with the statement of "totally ignoring" the real need for the funds that a fee would raise. Would they accept a pay cut instead, he asked. He found the statement to be poor in logic and based on emotional and specious argument.[43] For Mauss the issue had nothing to do with the relation between the payment of a fee and one's commitment to learning or between free access to education and the health of the democracy. It was simply a recognition of the fact that the overwhelming majority of DVC students could afford to pay a modest fee, and the money was needed to keep the college in operation. Mauss was joined in his support of a fee-based approach by Chemistry instructor Ken Howard who pointed out that the faculty numbered 223 and that 61 should not be seen as representing the faculty on anything.[44] Engineering instructor Ken Green analyzed the list of statement endorsers and found that there was "an almost complete absence of representation from Business, Chemistry, Mathematics, Physical Science, and the entire technical-vocational area." This led him to remark, "Care to draw any conclusions?"[45]

Many of the same differences surfaced in 1972 in connection with the student body card issue. Over the years, a number of the college's programs had developed a dependence upon fees collected from the sale of student body cards. When requiring students to purchase student body cards was declared illegal, various strategies were devised to insure that students continued to purchase cards. The sale of cards as part of the registration process led some faculty to question the morality of the college's position. Among the most outspoken was Family Life instructor Beverly Reardon who characterized the practice as collecting "a secret tuition by dishonest means."[46]

Reardon was answered by Music instructor Dick Kamprath who defended fee collection through student body card sale as the only way to support many worthwhile programs. Kamprath cited "the responsibility of student-citizens to support [their] cultural, intellectual, social environment." He also claimed that "to throw the baby out with the bathwater because of tired mythologies seems to me the height of folly."[47] Kamprath was joined by Computer Science instructor Jim Hammill who viewed "the current method of collecting funds," as justified by the "improvement in the quality of student government" resulting from the Student-Faculty Leadership Conference at Asilomar which was made possible through Associated Student funding. Hammill wrote, "To make student contributions voluntary is to kill the very thing we wanted to see—effective student government."[48] A student writing in the same issue of the *DVC Forum*, described what she termed "the third degree" she was subjected to by a DVC administrator when she declined to purchase a card before completing registration.[49]

The question of how "free" a community college education should be would challenge the college again in the tuition debates of the post-Proposition 13 era.

A College for ALL the People

In early 1965, President Lyndon Johnson as part of his "Great Society" program declared a "war on poverty." The nation was in the midst of the civil rights struggle which was to consume much of its public and private energies throughout the decade. For DVC these national challenges were translated into a number of efforts to increase the number of "educationally disadvantaged" and ethnic minority students on campus.

In 1965, there were very few Black and Hispanic students in the student body. When Bob Martincich asked Karl Drexel why there were almost no Black students from Pittsburg enrolled at the college, Drexel thought for a moment and then replied that he really didn't know.[50] As was probably true of most concerned staff members at that time, Drexel assumed that an active open door policy and a program defined by opportunities rather than obstacles were sufficient to insure appropriate representation from all segments of the community. In fact, DVC was not perceived as a natural next step by Pittsburg Black youth. Those who did choose to attend a community college were much more likely to be found on the campus of Contra Costa College where the racial mix provided many more faces with which to identify. At both the state and federal levels a new message was being conveyed. Public higher education had an obligation to actively recruit those who in the past had been discouraged from enrolling. The community colleges were seen to have a special responsibility to those students who had yet to benefit from their schooling. Often these were students whose social or economic situations provided no support for academic achievement.

The Pittsburg Academic Achievement Program

The 1965-66 Instruction Committee created a sub-committee for the Educationally Disadvantaged. The committee's charge was, in essence, to find ways to increase both the numbers and the success rates of students from underprivileged neighborhoods in the college's service area. The committee, under the leadership of Bob Lindsey, Assistant Dean of Students, turned its attention to Pittsburg High School which sent fewer of its students on to DVC than might be expected. Through contacts with the PHS administration and counseling staff it was determined that students could be identified who showed academic potential but whose grades, attendance, and motivation levels marked them as probable dropouts and unlikely college applicants. The committee convinced the college administration that a program designed to give such students a taste of college work along with counseling to strengthen their self-images as potential college students would be a significant first step. And so the Pittsburg Academic Achievement Program (PAAP) was born.

At first, several DVC instructors and counselors went to Pittsburg High School and held late afternoon sessions for about 20 students who had been identified by the high school counselors. It soon became clear that just being on the college campus itself would make a great contribution to the goals of the program. Again the DVC administration was approached and through the efforts of Dean of Students Verle Henstrand and President Bill Niland bus transportation was arranged to bring the Pittsburg students to DVC several times a week. Measured in terms of the subsequent enrollment and success of these students in the regular DVC curriculum the PAAP was accounted by all as a successful first effort.

In their attempts to identify new recruits for the program, members of DVC's Educationally Disadvantaged Committee made contact with the director of the Pittsburg Rehabilitation Program (PRP). This was a federally sponsored attempt to provide residents of Census Tract 12, which comprised much of Pittsburg's lower income neighborhoods, with the vocational training and skills necessary to obtain entry level jobs. By 1966 the PRP staff had discovered that many of their clients needed a "prevocational" program. In the view of the PRP's vocational counselor:

> most of the applicants were psychologically unprepared for vocational training...their major limitation was a low expectation of themselves and the world around them.... Though many had gone to high school, the experience had only reinforced their lack of self-confidence and their negative attitudes toward learning skills that they believed would not be usable...in effect they needed a prevocational training program directed at raising their expectations to a level that would make acquiring marketable skills both possible and meaningful.[51]

The PRP did not have the resources to mount such a program. When the director was approached by DVC staff members who described the program for which they were recruiting, he saw how the two efforts could complement each other. The PRP with help from the local social services agency would recruit potential students, provide them with transportation and living expenses, and a community support system. The college would develop an appropriate curriculum, staff it with empathetic instructors and provide an on-campus support system.

The first students to attend DVC under the aegis of this arrangement enrolled for the spring semester in 1966. They were all women ranging in age from 17 to 37 and 70 percent of them were mothers. All participants took a basic curriculum consisting of courses in business English, the functional aspects of psychology, the fundamentals of arithmetic, basic reading and writing, health, and physical education. Tutoring assistance was supplied both on campus and at the local community center. Those completing the first semester were counseled on further course selection.

During the first three semesters of the program's operation 55 residents of Pittsburg's Census Tract 12 attended DVC, 49 women and 6 men. Of these 90 percent completed the first semester and 55 percent completed all three semesters. Of those who dropped out, most gave personal reasons such as: moving out the area, getting a job, joining the army, getting married, family illness etc. Only 5 left due to academic difficulties. Of the 20 who dropped out 11 re-entered during a subsequent semester. A client survey conducted by the PRP staff reveals that while some specific aspects of the program were deemed unsatisfactory, the general experience was very favorably rated by the participants. The major criticism (42 percent) was that the program placed "too much emphasis on the group rather than on the individual." In response to the question, "How difficult was your first year in college?" only 7 out of the 49 responding found it "more difficult than I expected."[52]

Aside from the individual achievements of the participants, two other significant outcomes must be noted. This program got DVC directly involved in the war on poverty and opened the door to further efforts to enlist the college and its resources in actively attacking social ills. And out of this program emerged a remarkable publication, *The Communicator.*[53]

The Communicator

The Communicator began as a class project in the writing course taught by English instructor Dick Shoemaker for the PAAP students. The idea was to produce a newsletter to tell residents of Census Tract 12 about the "happenings" at the college. Class members elected an editor, set up policy governing content and made plans to produce four issues during the semester. The first issue was ready for distribution in early March 1967. Class members appealed to the Associated Student Senate Council for funds to mail their publication to all families in the Tract. The Council voted two-thirds again as much money as they had requested.

In his official report for the U.S. Department of Health, Education and Welfare evaluating the PRP, the project director, George Craddock, described *The Communicator* as the most meaningful illustration of the project participants' changing expectations that he had to report.[54] In fact, he devoted an entire chapter to describing it including lengthy excerpts from the student's articles.

The first issue was sent not only to Tract residents but also to various Pittsburg officials and made available to faculty and students on campus. On the cover was a collage of photos showing images of black students on campus captioned "It's Happening at DVC." Within were articles, commentaries, poems, sports reports and announcements. The project director saw the contents as expressing "their faith and excitement over what they and the program were achieving, and urging their fellow Tract residents to join them in expecting and demanding more from themselves and the larger community in which they lived." Their demands on the community could be found in an article entitled "Are Negro Students Getting an Equal Break at Pittsburg High School?" and in an editorial that questioned the proposed "Camp Stoneman School" as a device to keep all the "black sheep" in their own place. Indicative of things to come, the student editor received a call from a Pittsburg city official expressing concern over the "black eye" that the newsletter seemed to give the city.

According to the course instructor, the second issue was almost not distributed. The apparent problem was a cartoon which was copied from *The Los Angeles Times* showing a black soldier in a Vietnam combat zone being given a telegram which reads "We regret to inform you that your parents were injured by white hostile action while trying to move into a segregated neighborhood." On the cover were two photos from productions of LeRoi Jones' plays *The Slave* and *The Dutchman,* one of which showed an angry black man slapping a white woman. There was also an editorial inviting Tract 12 residents to come to the college where they could expect to find an established support group.

Distribution of this issue was almost prevented by a number of faculty members who felt that the cartoon satirized the role of Black soldiers in Vietnam and was "in bad taste." A faculty debate threatened to delay distribution of the paper indeterminately. Finally Dean of Students Verle Henstrand offered to take full responsibility if there were repercussions from the general public thus ending the faculty protest. However, a student legislator attempted to have the funds contributed by the Associated Students withheld as a protest against a poster reproduced in the newsletter which proclaimed "You've got to Work-Fight-Organize For Peace Now." When that effort failed he threatened to press charges of sedition against *The Communicator* staff. However, after discussing his concerns with the staff, he became a staunch supporter of the publication.[55]

According to the class instructor this opposition "hit the (class members) hard" and seemed to verify their worst images of the majority community. It had the effect in his opinion "of mobilizing them. They got mad and worked even harder." They also discovered that a much larger part of the faculty and student body "voiced considerable support of the paper."[56]

That hard work persisted for five additional semesters during which more than a dozen issues of *The Communicator* were produced. As was happening in the larger community, the material in the newsletter reflected an increasingly militant stance against both racism and the Vietnam War. Efforts were made to suppress the March 1968 issue which showed a blindfolded Martin Luther King Jr. on the cover. According to the student editor the source of the controversy was the students' intent to "down the passive image." In an editorial reacting to the controversy the editor wrote, "If you try to hit me I will strike you. We are a fighting peaceful people." The students appealed directly to District Superintendent K. Drexel, who after meeting with them approved distribution of their publication. It was not the last issue of *The Communicator* to speak out in strong and angry terms about the experiences of Black and Brown people in America.

The College Readiness Programs

The first step in the college's own development of a comprehensive approach to the recruitment of students who for reasons of culture or self-image would be unlikely to seek post-secondary education was the 1967 Summer Readiness Program. Using community-based sources, students were recruited for a six-week program devoted to upgrading basic skills and self-image. As stated in the proposal:

> Those selected would be recent high school graduates or drop-outs who have no interest in going to college, or who view the college campus as a foreign—even hostile—place, and certainly one in which there is little perceived chance to succeed. The nature of this program necessitates some out-of-the-ordinary practices and policies, flexibility and experimentation. The program will need to be attractive and enthusiastically communicated if we are to interest, motivate and retain students. The students should feel that the college is genuinely concerned and ready to help.[57]

Thirty students were selected and provided with transportation, lunch, textbooks, and, in some cases, work study employment. This was designated as a pilot effort leading toward a more comprehensive all-year program in the future.

In a report several years later, Special Programs Director Larry Crouchett wrote:

> Before 1967, DVC, just as other educational institutions, presumed the mere physical presence on campus [of] an open door admissions policy [and a] heterogeneous class mix were sufficient tools and experiences for helping disadvantaged black, brown, and low income white students [to] overcome their educational handicaps.
>
> After seriously reviewing our earlier notions about disadvantagedness, it became clear that our original premise had some serious flaws: we placed all blame on the students, rather than the college;

> very few so-called disadvantaged students were succeeding according to our expectations; very few students were pursuing our "terminal" programs; and hardly any were transferring to four-year institutions. In 1967 we attempted what we considered a more viable approach...[an] approach that has grown from attacking single factors of educational deprivation to...dealing with the combined effects of many factors on learning. In this sense, the readiness program is an in-service training experience for instructors.[58]

In May, 1968 the Faculty Senate Council unanimously passed the following resolution:

> In the light of the obvious national emergency, and in keeping with the commitment of the Faculty Senate Council to implement the Human Rights Convocation Resolution, the Senate Council requests the Ad Hoc Committee on the Educationally Disadvantaged to prepare a proposal for establishing a District-wide Task Force dealing with all aspects of college and district programs for the educationally disadvantaged student.[59]

DVC offered Summer Readiness (later College Readiness) programs from 1967 through 1973. The first three programs generally followed the guidelines set out in the original proposal. However by 1970 some basic philosophical differences emerged among those responsible for designing and staffing the program. The college's success in recruiting minority faculty members made it possible to staff the Readiness program largely with Black instructors, and there was pressure to turn over the leadership and decision-making to Black faculty members. While there was strong sentiment for moving in that direction, it did raise philosophical questions for some about strategies of integration versus strategies of differentiation. Another source of controversy was the program's intent to recruit students with little preparation and low motivation for attending college. Both Counselor Jim King and Special Programs Director Larry Crouchett argued that, instead, the program should be used to support qualified minority students with a high potential for academic success. In an appeal to the Instruction Committee King accused the program's designers of "recruiting the wrong kinds of students." In his view "the Black community so badly needs its best students encouraged." He contended that they were the ones who should receive the college's attention because so few of them were enrolled in engineering, the sciences, and the technical programs.[60]

As part of the 1970 Readiness program George Anderson of the American Management Training Service Corporation was hired to conduct a one-day "encounter session" to help participants confront their own fears and prejudices. Anderson had developed his confrontational techniques working with minority unemployed people through the Pittsburg Vocational Rehabilitation project. A majority of the students rated the encounter session as their most valuable experience during the program. The planners for 1971 decided to center the entire program around Anderson's work. This plan led to a conflict with the newly designated Special Programs Director Crouchett who wanted the program to concentrate on developing academic skills rather than focusing on attitudinal modifications. Crouchett absented himself from Planning Committee meetings and "decided to resist any movement in the direction of hiring Anderson by making a faculty-wide issue of it."[61] The Committee presented its rationale to both President Niland and the Instruction Committee. Anderson was hired and the program was structured for both attitudinal modification and development of reading and writing skills. According to the program evaluation:

> Some forty young people from a variety of backgrounds and social pressures have been exposed to not only the educational opportunities available to them, but they have also been made keenly aware of their own individual and group abilities to pursue these opportunities and develop their innate albeit somewhat latent potentials. Negative individual and group attitudes toward other individuals and groups have been expressed, exposed, dealt with, and noticeably changed positively.... An openness of expression not previously experienced has been affected, and its impact on the staff and faculty of DVC provided insight into possibilities for new and fresh approaches to education and human relations.[62]

After 1971, the Readiness Program was administered by the Special Programs Office. It was renamed College Readiness and concentrated on developing the students' basic skills and on providing academic counseling. Through Special Programs and EOPS, readiness students were inducted into the college's regular instructional programs and supported educationally and financially.

Ethnic Studies

The assassination of Martin Luther King Jr. in April of 1968 was the blow that finally forced all institutions, DVC included, to confront overtly the destructive specter of racism. The college's immediate response was to call a Convocation on Human Rights. The intent was to bring students, college staff members and members of the larger community together to explore the many faces of bigotry and to assure the minority community that the college would oppose racism in all its forms. One of the Convocation planners, Bill Harlan described the planning process as "12 guys in Niland's conference room all day for 7 days."[63] The "12 guys" were pretty much self-selected faculty and staff members who saw a need to do something tangible to avert the kinds of desperate responses that were occurring in other places. Before the Convocation there had been talk about ways to acknowledge Black and Brown experience in the college curriculum. But the idea of special courses specifically addressing particular ethnic culture and circumstance had been opposed as antithetical to the generalist, integrationist philosophy of the college. While the 1967

Instruction Committee did approve a course entitled "The Negro in U.S. History," it qualified its recommendation by noting "the desirability of a broader course concerned with all minority groups."[64] The shock of Dr. King's murder and the reality of life in a racist society as described by Convocation speakers such as Black actor Ivan Dixon and Afro-American Council President Ernie Smith caused many to turn a more sympathetic ear to the call for ethnic courses. Faculty Association President Don Mahan proposed that the Association take the lead in a campus "attack on racism and we/they thinking" by supporting the Black Students Union request for an Ethnic Studies program and active minority hiring.[65] The English Division passed a resolution to "introduce courses and practices appealing to Black students."[66]

At first the effort was to have existing departments develop courses with an ethnic orientation. During the 1968-69 school year course proposals were prepared and introduced into the regular course approval process. Some students and faculty members found the process too long and too much concerned with what they felt to be extraneous considerations. Impatience built up. History instructor Virgil Woolbright called for the creation of an Ethnic Studies Department to develop and offer its own courses. "The present structure and operations have failed to progressively develop new and meaningful programs in Ethnic Studies." This proposal was supported by the Senate Council and the Faculty Association Executive Board.

Special Programs Director Larry Crouchett did not favor the specialized ethnic course approach. According to him:

> DVC initiated and instituted its ethnic studies program to modify negative attitudes and cause positive self-images amongst [both] its white and [its] submerged ethnic student population. Since 1964, the college has approached ethnic studies mainly via its instructional program from two vantage points: specialized courses and courses deliberately having a multi-perspective emphasis. [These] have been supplemented with campus symposia, lecture series, convocations, and ethnic film festivals.... From the beginning the specialized courses have assumed the bulk of our attention and efforts...an immediate response to the specific agitation of the black and brown campus and community proponents of ethnic studies.[67]

Crouchett argued for the multi-perspective approach because few students would enroll in specialized courses. He wanted "Ethnic Studies to be a central feature rather than an appendage of the curriculum." He was joined in this position by Luis Felipe Torres, President of the DVC Chicano Action Group. Appearing before the Faculty Senate Council, Torres reported "complete Chicano rejection of a separate department or Ethnic Division in favor of developing Mexican-American courses within the present college framework."[68]

The patience of the Black students finally ran out. One sunny afternoon in May a large group of students forced their way in to President Niland's office and chanted their demands for more minority instructors and an ethnic studies department. Niland persuaded the students to move the "meeting" to a nearby classroom where he and several teachers and administrators sat down to hear the students out.[69] As an outcome of the meeting President Niland promised that a department would be created immediately.

The Senate Council created an advisory committee composed of the leaders of the various factions plus involved Council members to develop a plan. The advisory committee decided against creating a department and, instead, proposed establishing the office of Ethnic Studies Coordinator to work with existing departments to develop ethnic oriented courses and materials for inclusion in existing courses. The proposal was accepted by both the Senate Council and President Niland. Virgil Woolbright was appointed coordinator and served for three years. During that time a number of ethnically oriented courses were developed and adopted by the English, Social Science, and Fine & Applied Arts divisions. After Woolbright's three-year tenure the position was deemed no longer necessary.

The 1970 Accreditation Report recommended that ethnic studies be considered permanent rather than experimental. In discussing the recommendation with the Instruction Committee, Dean John Kelly said that until ethnic concerns were satisfactorily assimilated into the courses of the general curriculum, ethnic studies were permanent.[70]

Notes to Chapter Five

1. DVC Faculty Statement of Philosophy. April 6, 1960.
2. *DVC Forum.* November 10, 1965.
3. *Ibid.*
4. John Kelly. Interview with Don Mahan, April 1989.
5. John Kelly. Written comments on a draft of this document. April 1989.
6. Philip Phoenix. *Realms of Meaning* (New York: McGraw-Hill, 1964), p. 28.
7. *DVC Forum.* May 20, 1965.
8. Bruce Watson. "Influences on the Developing Character of A Public Junior College." Paper written for graduate seminar in The Sociology of Institutions, University of California, Berkeley, Fall 1960. p. 18.
9. Diablo Valley College Faculty Handbook, 1958. Section 2.4.
10. Courses of this type were eventually adopted as the press for special needs overwhelmed the philosophical commitment of the faculty and administration.
11. John Kelly. Interview, April 1989.
12. DVC Instruction Committee Minutes, January 8, 1962.
13. *A Statement From the Diablo Valley College Committee for an Open Door to Higher Education.* 1965. DVC Archives.
14. *DVC Forum.* May 20, 1965.
15. Ashley Stevens. *The Open Door Controversy.* DVC Archives.
16. *Open Door Statement.* Quoted within statement without attribution.
17. *Oakland Tribune.* June 24, 1965.
18. *DVC Forum.* February 10, 1966.
19. *Ibid.,* February 24, 1966.
20. *Ibid.,* March 9, 1966.
21. *Ibid.,* March 23, 1966.
22. *Ibid.,* January 6, 1967.
23. Vince Custodio. *DVC Forum,* April 27, 1967.
24. John Kelly. Written comments on draft of this document. April 1989.
25. *DVC Forum.* November 13, 1969.
26. *DVC Forum.* November 13, 1969.
27. William Niland. *Remarks to the Diablo Valley College Faculty.* February 24, 1966. DVC Archives.
28. Karl Drexel. *Providing and Organizing Student Personnel Services: A Report*

From Diablo Valley College. Presented at the Conference on Establishing Junior Colleges, University of California, Los Angeles. July 10-12, 1963. p. 1.

29. *Ibid*. p. 2.
30. *Ibid*., pp. 4-6.
31. William Walsh. Interview with Don Mahan, June 29, 1989.
32. Drexel. *Providing and Organizing Student Personnel Services: A Report From Diablo Valley College*. Presented at the Conference on Establishing Junior Colleges, University of California, Los Angeles. July 10-12, 1963. pp. 7-8
33. *Ibid*., p. 9.
34. *DVC Forum*. June 8, 1967. Survey results reported in an article by Chemistry Instructor Paul Yeager.
35. *DVC Forum*. November 13, 1969.
36. *Ibid*.
37. *Feedback*. DVC Associated Students Publication. 1970, p. 1.
38. *DVC Forum*. June 4, 1970.
39. William Walsh. Interview with Don Mahan, June 29, 1989.
40. Karl Staubach, Interview with Don Mahan, February 28, 1990.
41. *DVC Forum*. February 9, 1967.
42. *Ibid*.
43. *Ibid*.
44. *Ibid*., February 16, 1967.
45. *DVC Forum*. March 16, 1967.
46. *DVC Forum*. November 3, 1972.
47. *Ibid*., December 1, 1972.
48. *Ibid*., January 19, 1973.
49. *Ibid*.
50. Robert Martincich. Interview with Don Mahan, April 1989.
51. George Craddock. *Changing Expectations*. Northeastern University Studies in Vocational Rehabilitation, Monograph No. 5, August 1968. p. 9.
52. *Ibid*., pp. 27-32.
53. *The Communicator*. Publication by the DVC Pittsburg Rehabilitation Program students, 1967-69. This description of *The Communicator* is based on a survey of the issues contained in the DVC Archives collection.
54. Craddock. *Changing Expectations*, p. 47.
55. Richard Shoemaker. Interview with Don Mahan, March 1989.
56. *Ibid*.

57. Richard Shoemaker. *Proposal for Summer Readiness Program.* Attached to DVC Instruction Committee Minutes, May 5, 1967.
58. Lawrence Crouchett. *Special Programs Office Report on Ethnic Studies,* 1970. DVC Archives.
59. DVC Faculty Senate Council Minutes, May 21, 1968.
60. DVC Instruction Committee Minutes, April 19, 1971.
61. DVC Special Programs Minutes, March 12, 1971. DVC Archives.
62. American Management Training Services Corporation. *Summary and Evaluation of the 1971 Summer Readiness Program at Diablo Valley College.* p. 4.
63. *DVC Forum.* May 22, 1969.
64. DVC Instruction Committee Minutes, November 22, 1966.
65. *DVC Forum.* January 16, 1969.
66. *Ibid.,* May 22, 1968.
67. Crouchett. *Special Programs Report.*
68. DVC Faculty Senate Council Minutes, May 6, 1969.
69. The meeting is described more fully in Chapter 7.
70. DVC Instruction Committee Minutes, April 26, 1971.

Chapter Six
AN ERA OF ACTIVISM AND INDIVIDUALISM
1965-75

During the spring of 1968 Belva Davis, a local television journalist, during a visit to DVC observed, "This is the only campus I have been on recently where I didn't need to keep my gas mask handy." She was on campus to cover the college's annual May Day festivities.[1]

While DVC may not have been the most turbulent campus in the area, the college did not escape the social disruption and confrontation with the moral dilemma that accompanied the movements to resist the war in Vietnam, to achieve civil rights and free speech, to free the society of racism and sexism, to reduce the level of environmental destruction, to raise the level of human consciousness and to restrict the exercises of illegitimate authority. Faculty members, students and administrators were drawn both into conflict and into cooperation in response to local issues generated by larger social movements.

Protesting the War in Vietnam

In the opinion of English Instructor Bill Harlan, who played a leading role in the anti-war and Moratorium protests, DVC was in the forefront among community colleges in both the extent and the effectiveness of its demonstrations against the Vietnam policies of the Johnson and Nixon administrations.[2]

Political activity by junior college students had been limited by the strictures of the laws governing secondary school education. However, in early 1965 Assembly Bill 2548 amended the Education Code to give junior college students "the right to engage in political activity on campus." The college's proximity to Berkeley, where the Free Speech Movement had escalated campus political activity to new heights, caused the DVC student body president to ask the question "Are We Ready for Political Freedom?"[3]

In late October 1965 Acting Dean of Students Bob Martincich witnessed a disturbing incident. Several DVC students held a fellow student down while their companions emptied the contents of a trash container over him. Investigation revealed that the victim had been one of a number of students protesting U.S. policy in Vietnam.[4] Martincich's report of the incident prompted President Niland to speak out in both the *DVC Forum* and *The Viking Reporter* in the name of "democratic propriety."[5] He stated that harassing and abusing campus war protesters violated basic principles of academic life and would not be tolerated.

Protest against the Vietnam War on the DVC campus took several forms. For both students and faculty the campus was a place to recruit new participants for demonstrations and marches in other parts of the Bay Area, most often San Francisco. On-campus anti-war activity was generally confined to tables and posters in the Quad, a central gathering place. Both students and faculty formed organizations. The DVC Faculty Peace Committee sponsored meetings and speakers; it also distributed information, conducted opinion surveys and circulated petitions.

During the fall of 1967, in conjunction with student protest leaders, the Peace Committee distributed "A Call to Resist Illegitimate Authority," a statement which had been signed by many prominent national figures. Thirty-four DVC faculty members signed the statement which committed them to oppose the drafting of young men into the military. This act created an on-campus core group of faculty demonstrating serious opposition to the national war policy and active support of draft resistance. The signing was reported in several local newspapers resulting in a flood of calls to the college calling for administrative action against the signers. President Niland declared, "There will be no action taken by this administration on the feelings of the faculty."[6]

The signing was a prelude to a general meeting at which Father Peter Riga of St. Mary's College was the featured speaker. Father Riga addressed the topic, "Conscience and Disobedience."

> From the point of view of the individual, it seems very clear, morally and theologically, that not only should we refuse to take up arms ...but that we have no real moral choice but to refuse to do so no matter what the personal consequences are. Every political question also has a moral overtone and undertone.[7]

Following Father Riga's speech President Niland wrote:

> I refuse to agree that objection to war on appeal to conscience should be taken at face value, the sincerity of the objector must be examined, signing petitions is not enough. It is an evasion of personal responsibility to sign and thereby sanction others to act.[8]

Niland believed there was no justification for violence in the name of condemning violence. He called for "an informed conscience" able to distinguish between "dissent and disobedience." *The DVC Forum* does not contain any direct responses to the President's views. However, those who did engage him during those troubled times found a man unwilling to be easily swayed by the passions of the moment, one who asked for reasoned discourse and attention to the long-term responsibilities of those charged with the education of the nation's citizenry.

The Associated Students conducted a poll in December 1967, to assess the sentiments of DVC students regarding the Vietnam situation. In its report of the results, *The Viking Reporter* announced, "Vietnam Superhawks are outnumbered 8 to 1."[9] The poll received 1092 responses, an unusually large number for such informal polls. To the question "Should we use our full military potential including nuclear against North Vietnam now?", 107 students answered Yes, 851 answered No, and 134 were undecided. However, to the question, "Should we use our full non-nuclear potential including invasion of North Vietnam?", 492 thought that we should, 433 thought not, and 164 could not decide. In response to the question, "Should we cease military action against North Vietnam and withdraw rapidly?", 711 said we should not and only 215 favored that course of action.[10]

There were several early attempts to stage on-campus anti-war demonstrations. Among the most successful was the "Friday April 26" effort in conjunction with "The International Student Strike for Peace." The demonstration was originally planned as a strike or boycott of all institutional activity. Pamphlets and posters asked all members of the campus community to join in protest. Many faculty members opposed the boycott notion. They argued that engaging in "illegal" behavior simply contributed further to the public's image of the irresponsibility of the colleges and universities in a time when society desperately needed the very commitment to reasoned discourse on which they were founded.

Some of these faculty prevailed upon President Niland to declare April 26 a day for a campus-wide symposium "to discuss social and political concerns." In his announcement Niland described the plan as:

> an alternative to the irrational and faceless ground swell urging (students) to boycott classes. This must not be seen as a concession to the strike but, rather, a kind of opportunism, taking advantage of a negative situation to produce a positive event.[11]

The organizers of the boycott decided not to participate in the on-campus "symposium." On April 26 they set up picket lines at the campus entrances and attempted without much success to persuade students and staff members not to enter.

In addition to the occasional demonstration, participation in peace group activities, wearing badges and signing petitions, and otherwise publicly displaying sympathy for the anti-war effort, the major faculty protest effort centered on keeping the college from supporting the Selective Service through its grading procedures and its reports of student standings. As early as May 1966, Bob Martincich in a *DVC Forum* article, "Draft Unfair," proposed that the college refuse the use of its facilities for draft-related testing and that all attempts to use college records by the Selective Service Administration be resisted.[12] At the final general meeting of the Faculty Senate in June 1966, Martincich moved that the Senate recommend that information about class standing not be transmitted to the draft board. Although a quorum was not present, a poll of those attending indicated that 33 opposed the motion and 23 supported it.[13] Individual instructors found themselves confronted with yet another dilemma related to the rigor of their grading practices and standards. For some, grade decisions had become life and death issues.

Student anti-war activists published an underground newsletter called *Speak Out*. One student in recalling his experience spoke of "being called outlaws on campus, rowdies majoring in protest and upheaval." He wondered "Where are all the professors and instructors who goad and coerce from the sidelines?"[14] It seems to have been a time when people not only didn't hear each other; they often couldn't see each other.

For the national day of protest over the escalation of the war, October 15, 1969, the DVC Faculty Moratorium Committee developed a plan which included an abbreviated day of class and a march to the Pleasant Hill Park where speakers were to address a convocation on "War and Its Effects on Society." The Faculty Senate Council endorsed the plan almost unanimously. President Niland accepted the minimum day plan and remarked, "I'd like to see a group of people do something. The students and faculty ought to work together on this as a group."[15] All instructors were asked to use class time on October 15 to teach about peace. In many classes there were films and discussions relating to the war. At 11:30 students and faculty members assembled on the football field and then marched through the local neighborhood to the park.

The day was quite rainy leading one young woman to observe, "I'm glad it rained because that eliminates the ones doing it for fun or just to be 'in.'"[16] The marchers decided to return to the DVC gym for the convocation. Among the speakers were Rev. Kirby Hendsley and Reverend William Smith, who was later to become a DVC faculty member. A local banker, Fortney "Pete" Stark was scheduled to speak but was misdirected to the War Memorial Monument and never showed up. Psychology instructor John Stevens made a brief speech and then burned his draft card. Twenty-five young men followed suit. A student journalist proclaimed, "The Vietnam Moratorium Day at DVC was a beautiful success."[17]

Moratorium Day activities were observed by nearly 400 colleges and universities. Only DVC among Bay Area colleges seems to have organized a planned event. Chancellor Glenn Dumke of the State College and University System issued a restatement of the policy prohibiting a professor from dismissing classes "in support of assorted social and political causes."[18]

The mood of the times is further reflected in an incident involving several teachers who received only one-third of their pay for evening classes on October 15. Charles Sapper, the responsible administrator, reasoned that only one hour of a three hour weekly class qualified for "Peace Day." Since the instructors had used the entire session and had also moved their classes to other rooms without notifying the Evening Office, he had docked their pay. A grievance was filed accusing Sapper of acting out of opposition to the peace-related activities. In an open letter to the *DVC Forum* he responded to what he felt was "a vicious personal attack...using McCarthyite tactics." He reported that his family had received crank calls and that he had been made "a public target" by his accusers' "unfounded claims of censorship."[19]

The Viking Reporter published an article reporting the AFT censure of Dr. Sapper. Brien Neil, the *Reporter* news editor described the report as "a verbatim copy from a faculty newsletter." In an editorial titled, "Dying Communication Within DVC," Neil complained about administrative criticism of the accuracy of *Reporter* articles and the ineffectiveness of a newly created student Communications Board in providing opportunities to defend student journalists.[20] A second Moratorium Day was held the following month on November 14, 1969. The march was to take place along Contra Costa Boulevard ending at the Century 21 Theater. Suspension of classes was not authorized. Among others, speech instructor Bill Poschman chose to teach his scheduled classes after having signed the statement. In a *DVC Forum* article he wrote that although the petition signing expressed his views about Vietnam, he subsequently decided that "the most simple-minded thing a person can do is pick a side." He felt that he had "to respect the shades of gray" and that he "had no right to impose his beliefs on his students."[21]

A statement titled "On Strike!" and signed by 22 instructors was published in *The Viking Reporter*.

> We, the undersigned, have decided not to teach next Friday in support of the moratorium. We feel that we must support by our actions our belief that this war must end. There are several activities planned for the day both on and off campus. We urge people to take part in these activities to the extent that they personally desire, but we are united in our desire not to conduct business as usual.[22]

As *The Viking Reporter* expressed it, "Blessed by clear skies this month but not by DVC President William Niland, 2000 joined the march."[23] Six students carried a flag-draped coffin at the head of the marchers and all stopped during the playing of taps several times along the route. At the theater, there were speeches including a reading of the names of the 133 men from Contra Costa County thus far killed in Vietnam. Returning to the campus, about 30 demonstrators marched through the Sun Valley Mall where some shoppers told them to "Go back to Russia" and gave them the "thumbs down" sign.[24]

In the spring of 1970 Student Affairs Advisor Bill McCloskey distributed a memo to faculty warning about attempts by faculty peace advocates to run a slate of candidates in the student elections. Bill Harlan replied that though the "newly revived Moratorium Committee would like to claim credit," no faculty member had anything to do with the decision.[25] The major effort among both faculty and student activists at this time was the establishment of the Draft Help Club on campus. DVC student Craig Day was the driving force behind the club which brought trained draft counselors from UC Berkeley and San Francisco State College to campus.

When four students were killed by National Guardsmen during an anti-war protest on the campus of Kent State University in May 1970, student protests broke out on campuses all over the country.

California Governor Ronald Reagan ordered all California college and university campuses closed for two days "to curtail the violence that was sweeping state campuses."[26] On the first day of the closing 400 DVC students and faculty members held a day-long "teach-in" in the gym. English instructor Joe King, publicly declared his intent to teach his classes the next day. King arrived on campus armed with a crowbar and hammer to break open the classroom door should it be locked. He characterized his intent as an "act of civil disobedience." "We're not putting this place under padlock," declared President Niland, "If they [the faculty] come to me, I'll unlock the classroom for them."[27] Fortunately for all, the administration made sure the door was open. A crowd of students accompanied King into the classroom where he read Dr. Martin Luther King's "Letter From a Birmingham Jail" and the Declaration of Independence. "The fact that we are in this room today and that the door was open shows that.... We still have a system which allows a great deal of freedom for outcasts," King claimed.[28]

On the following Monday a special open Senate meeting was called to consider a resolution aimed at discontinuing regular instruction for the remaining month of the semester and replacing it with a peace curriculum. The meeting was held in the gym and was attended by 69 faculty members and many students. Three resolutions were discussed but since there was not a faculty *quorum*, only straw votes could be taken. These appeared to favor all the resolutions unanimously. Students left the meeting thinking the matter was decided. Many were to feel betrayed when an official vote taken the next day rejected two of the resolutions. In the view of one faculty participant, the meeting did "more to polarize the campus than anything else we could have done."[29]

The third resolution, approved in the official balloting (133 for, 70 against, 8 abstentions), called for a refocusing of all institutional activities for the remainder of the semester. A steering committee composed of students, faculty and administrators was created to oversee an alternative program designed to explore the "crisis in American culture."[30] In his notification to the DVC community President Niland observed:

> The administration can accept this resolution and its implications providing (1) that in accordance with contracts the regular class schedule be maintained; (2) that students in all instances be involved in any decision to change the direction of a course where such change is appropriate or feasible and not a distortion or cessation of the course as it is described in the catalogue or course outlines; (3) that any proposal for irregular scheduling be first cleared through

the Dean of Instruction.[31]

The first action of the steering committee was to sponsor an evening community forum which attracted over 1000 participants in an orderly discussion of the issues. Reporting on this and other out-of-class activities associated with the "refocus," Bill Niland quoted the "three resolutions" stating that,

> DVC is...an institution devoted to knowledge, inquiry, and understanding. It is sufficiently flexible to make reasonable and timely adjustments in its activities. It is also conscious of its obligation to the students who undertook courses with specific and progressive or sequential content. It is important that in this crisis of intense feeling the character of the institution as one of knowledge, inquiry, and understanding be maintained.[32]

By 1972 most of the attention of campus anti-war activists, both student and faculty, was focused off-campus. Mass demonstrations sponsored by national organizations and the presidential campaign of George McGovern provided outlets for the expression of anti-war sentiment.

A New Consciousness

Among social conventions questioned during the sixties was drug use. DVC experienced its most publicized encounter with this issue when Dr. Wilson Van Dusen was invited to speak to students and faculty as an advocate of the use of drugs to heighten consciousness. The occasion was the 1966 college-wide symposium on "The Search for Identity."

At the time, Dr. Van Dusen was the chief psychologist at Mendocino State Hospital. He was involved with LSD experimentation and he spoke glowingly of the positive outcomes of the LSD experience. He said that LSD produced a "transcendent state" in which consciousness and the self were experienced as universals and "mental activity was felt as a gift from without." Van Dusen claimed that "LSD reveals what religions reveal," and that "religious experience involves a psychological death in which one sacrifices the pride that is invested in the individual ego."[33]

DVC Psychology instructor William DiPace took issue with the Van Dusen presentation. He characterized the talk as "psychology gobbledegook." He particularly took issue with Van Dusen's discovery of "self"; in DiPace's view, "Self as a pure, separate state is a grand fraud" which simply promotes "preoccupation with me,me,me." DiPace also found Van Dusen's "attempt to differentiate LSD from other addictives" to be condescending and contradictory. Van Dusen's "Reply to DiPace," published in the *DVC Forum*, gave President Niland an occasion to speak out on the matter. Since he had approved of the invitation to Van Dusen, Niland acknowledged that "Van Dusen was not the only agent of irresponsibility in this matter." The President suggested that "the story of Dr. Timothy (LSD) O'Leary [*sic*] illustrates that 40 days in the desert can lead to 30 years in the penitentiary." He reminded the faculty that the Federal Food and

Drug Commission had called upon all college and university officials to help in the fight against hallucinatory and stimulating drugs. Niland expressed empathy with DiPace's "anger and justified concern." He described Van Dusen as being "in the ludicrous position of saying that all this world needs is a good five-cent psychedelic experience."[34]

DiPace's reaction brought to light a controversy among members of the psychology faculty concerning the benefits of "mind altering" substances and experiences. In simple terms, it was a debate which questioned whether the classroom was to be used to generate "new consciousness" or to help students understand and refine existing consciousness. Van Dusen had his defenders. The most emphatic was Psychology instructor John Stevens. Stevens retorted that "LSD is a good deal better than psychotherapy according to suicide rates." He reported that "without exception professionals and students who have taken LSD experienced no adverse consequences." Alcohol and tobacco, which the majority of DVC faculty used according to Stevens, were much more damaging. Stevens wrote that while he personally did not accept Van Dusen's "metaphysical unity" nor his position on the "unreality of personal death," he believed that people were happiest and most effective when they behaved as if these were so. Stevens did advocate what he felt was Van Dusen's basic message: "the death of the ego is the birth of everything else."[35]

In the name of "new consciousness" some Psychology and English instructors had introduced activities into the classroom intended to train sensitivities, raise consciousness, and otherwise expand the scope of a student's emotional and spiritual being. Some administrators and colleagues questioned the appropriateness of these practices, especially in courses required of all students.

Two of the consciousness raising techniques that came easily to the attention of other instructors were "blind walks" and chairless classrooms. Suddenly, all over the campus blindfolded students were being guided by fellow students in the interest of developing trust relationships. And instructors would arrive at a classroom to teach and find that all the deskchairs were either piled in one corner or were absent entirely. Students in a previous class had been asked to sit on the floor in order to reorient themselves to their environment.

Individual "Freedom," "Relevance," and "Doing Your Own Thing"

In the early years "relevance" as it related to the educational program referred to the ties between a student's in-class learning and his responsibilities as a citizen and a family member. By the late sixties "relevance" referred to the fit between the curriculum and each student's personal value system. In 1961 it was possible for the student editor of *The Viking Reporter* to write:

> We are the quiet, almost unheard, generation.... Our voice, though as knowledgeable and fluent as those preceding it, is not heard because

it is not loud—it lacks drama.... We do not blame the preceding generations for the tense times we ARE to live in.... Our colorless but essential task is to practice patience and restraint with toughness and drive, a paradox we have yet to master.... We are like the conservative son of a tycoon father. Our organization lacks sparkle and fanfare but we will progressively and successfully promote American democracy in the years to come.[36]

While this student editorialist may not have been much of a prophet, he was confident in his characterization of his fellow students. No issue of *The Viking Reporter* during the fall of 1961 carried a response to his invitation for alternative views. There is not a letter to the editor, a note of protest nor a contrary portrait of contemporary students. Apparently it was an accepted and an acceptable characterization.

Teachers at the time undoubtedly shared the view. One clue to teachers' thinking were the "readers" (collections of writings focused on particular topics) that were used in freshman English classes to stimulate student thinking and writing. In the first half of the sixties many of these readers treated "conformity" as a topic of concern. A number of history and political science texts in the same era highlighted the roles of consensus and conflict in American culture. It was not unusual for English, social science and humanities teachers to introduce materials and conduct discussions intended to raise questions about the virtues of conformist values and behavior. Resistance to the escalating war in Vietnam, waves of student protest on college campuses across the country, and the boycotts associated with the Civil Rights Movement all presented challenges to the "generation" described by *The Viking Reporter* editor. By 1967 a spokesman for his generation of students would be unlikely to look around and see college students as quiet, colorless, restrained, conservative and patient. By the mid-sixties, active and public refusal to conform had, for many, become a sign of responsible citizenship. Deprived of the haven of conformism, concerned students (and some faculty) turned to a "search for identity."

As late as the summer of 1964 Dean of Instruction John Kelly could reject a request by Chemistry instructors Bob Flanagan and Don Brunner that the rule requiring male teachers to wear neckties on campus be set aside during the 100+ summer session weather. According to Flanagan, Kelly's concern was that without a necktie an instructor's authority in the classroom was in jeopardy.[37] The demise of DVC's necktie policy was accelerated by Art instructor David King's campaign against it. King appealed to Dean Kelly for exclusion from the tie requirement claiming that a tie was hazardous around the machines in his studio classes. When his students heard that his request had been denied they saw an opportunity for creative expression. Soon King was the proud owner of a collection of the most outrageous ties imaginable. In width, length, design and material they made a mockery of the authority that Dean Kelly associated with tie wearing. King wore a different one every day. One was about eight feet long. King tucked it into his trousers letting it emerge from his cuff and drag along behind him. It was not long before the Dean and others welcomed the prospect of King without a tie.

It was soon the case that what an instructor wore in the classroom was not the issue but, rather, what he did or didn't do there. A commitment to resist established authority and to reject conformist values found expression in the attempts of some faculty members to define their classrooms as a kind of "duty free zone" in which students would be free to "find themselves." Many instances of overt conflict between those advocating such views and those holding more conventional notions could be cited. But perhaps one will suffice to illustrate the issues of the time.

Early in the fall of 1966, President Niland distributed a statement describing his concerns with regard to the evaluation of instructors. Niland believed that a college president should take an active part in the hiring and evaluation of instructors.[38] As a result of a number of class visits during his first year in office, he had determined that the existing guidelines for defining appropriate in-class instruction were inadequate. His concerns dealt primarily with instructor behavior and focused attention on two dimensions of instructor performance: how much is the instructor adding to the student's store of knowledge and how well does the instructor model the desired behavior.

Responding in the *DVC Forum*, Counselor Jane Castellanos proposed "a third dimension." She argued that good teaching was the ability to release "the rich resources within the student himself." Rather than adding things onto a person or imposing outside behavior models, teachers should facilitate a "process of uncovery" on the student's own part.[39]

Castellanos' position drew enthusiastic endorsement from English instructor Greta Kimball in the next *DVC Forum*. Kimball described her own teaching as "haphazard." She was unwilling to impose preconceived structures upon her students. She noted the English Department's inclusion in the course of study of a unit on "man as the symbolizing animal." In her view, there was little value in having students read and discuss the idea of man the symbolizer. Instead, students should be encouraged to do the symbolizing; they should create their own courses of study. This, of course, meant that she must neglect the specifications of a prescribed course outline or description.[40]

Kimball's advocacy of the "haphazard" approach aroused the muse in Bill Niland. He responded with a lengthy poem in the mode of T.S. Eliot entitled "To Greta at the Margin of the Third Dimension." In a gently bemused fashion he satirized Kimball's "symbolizing animal" rationale. The poem presents a dictionary definition of "HaPhAzArD" and uses a telephone directory device to list reasons for opposing the haphazard.

These include "accountability, English teacher load, students who depend on us to maintain transfer currency, and the guys who have been spilling their guts because they believe there is some substance to English...."[41]

Niland's poem called forth contributions from a couple of other DVC bards. Drama instructor Silas Gould's poetic effort claimed, "I am not a clever man...I, too, conduct hap hazard courses" and "neglect dutiful instruction." This he justified because "institution can be the antithesis of human being." English instructor Karl Staubach's poem noted the error of "recent reports of the demise of the DVC Solipsistic Duck." He recommended that teachers "obey when your commanding officer intones T.S.Eliot A.D." and "pass the proles and flunk the rest."[42]

All of this artistry provoked Chemistry instructor Ken Howard to observe that "we hill peons with 18 hour schedules have no time to waste composing the pearls which clutter *DVC Forum* pages, but when you irritate an oyster...."[43] "Battlin Liz" Johnson, English Department Chair, chimed in reminding her colleagues "on the hill" that to judge all 36 English instructors by the words of a few was "unscientific."[44]

The controversy about the proper uses of the college classroom tended to center on English classes. During this same period questions were raised about the use of "encounter group" techniques in psychology classes and about introducing current "political" issues in history and humanities classes, but the major concern seemed inevitably to fall upon the English program. When teachers found students in their classes who made mistakes in their writing, it was clear that "the English people were not doing their jobs." Ironically, this was at a time when the DVC English program was held in very high regard by community college English professionals at both the state and national levels. Under the leadership of Dick Worthen the department had been among the first to adapt recent advances in linguistic theory to the teaching of language skills. Worthen's work in this area lead to his selection for a one-year assignment as Junior College English Consultant to the National Council of Teachers of English and to a similar post with the Modern Language Association in New York. During the early 1960s Worthen, Bob Martincich, and Ted Reed were selected to serve one year appointments with the University of California English Department representing junior college English teaching.

But there was another side to the innovational approaches being used by English teachers. Counselor Ash Stevens in a *DVC Forum* article entitled "Freedom of Style" quoted one of his students as complaining about his grading of her writing because "you didn't tell us to write complete sentences." The student went on to explain

> I never use complete sentences and I have been here three semesters. You are the first to object! In fact, I have been encouraged to use my own style and this is it.[45]

Stevens questioned the promotion of individuality at the expense of a student's writing effectiveness. In a response to Stevens' concern, English Instructor Clark McKowen retorted, "I like my students to write complete sentences once in a while...but not when they have only a third of a thought." McKowen could imagine a student saying "no one ever asked me to have (a complete thought) before."[46] McKowen later wondered why "those who complain about the failure of English teachers to prepare students" are not equally concerned with the failure of other departments to teach students "to see, to possess self-knowledge, to feel, to value, etc." He claimed that he would feel more responsible for their spelling when students came to him having mastered the other aspects of personal development.[47]

The most sustained and penetrating challenge to what became known as the "privatist" position on teacher responsibility came from within the English faculty itself in the voice of Dick Worthen. Worthen saw the problem as a failure of administration to exert leadership in opposition to the "my classroom is my castle" mentality. He found himself in unnecessary conflict between his loyalty to his English colleagues and his professional commitment as a college staff member. In a lengthy *DVC Forum* article on "The Pragmatics of Leadership" Worthen rejected the developing image of faculty and administration as "natural enemies." When instructors could unashamedly support "the proliferation of specialized, self-serving courses" and "at the same time abandon practices stipulated by articulation agreements and departmental courses of study," then "potato democracy" (agreeing in order to avoid conflict) had set in according to Worthen.[48]

In 1971 Family Life instructor Beverly Reardon used the *DVC Forum* to make "A Statement Against 'Doing Your Own Thing.'"[49] She claimed to be much in favor of "open education" but much opposed to the use of the classroom by "embittered, alienated, and even selfish-acting instructors." Reardon saw around her, "discussion without philosophical base" and "coercion in the name of non-coercion." She asked:

> To whom and to what are we responsible? Is our philosophical base at DVC no longer applicable or have we become bewildered about our various responsibilities? Are we going to continue to drift? Do we lack both definition and community? Can we fit the pieces together to make a place where we really enjoy being?[50]

The DVC staff's attempts to administer itself through democratic means could not avoid emphasizing the value of individual choice. In a period when both established authority and collective wisdom were being challenged, it was inevitable that some instructors would turn to personal values as their only reliable guide even in the realm of professional behavior. The late 60s and early 70s produced countless examples on the nation's campuses of this resort to personalizing the classroom experience by teachers who had come to question the traditional goals and values of the society. For many, resistance and rejection had replaced conformity and collegiality as principles of institutional behavior.

Women's Programs: The Beginnings

In the October 16, 1969 issue of the *DVC Forum* it was reported that in 1880 36 percent of faculty members in U.S. colleges and universities were women. That figure had declined to 26 percent in 1920 and by 1964 was down to 22 percent. It appeared that the proportion of women faculty decreased as the number of institutions and the size of enrollments increased. For those who followed the development of the DVC Women's Programs over the next two decades it would not come as a surprise that the first *DVC Forum* response to the article reporting these figures was written by English instructor Joseph King. In the next issue, King used the class schedule of what he called "a large division" to demonstrate that the women in the division taught fewer 8 AM and 3 PM classes, had fewer daily schedules with long breaks between classes and in general were less likely to have what King defined as "problem schedules." From this he concluded that women faculty members were "less compromising as colleagues" than their male counterparts.[51] This was the opening salvo in a campaign that King was to carry on for the remainder of his tenure as a DVC faculty member. For almost twenty years, sometimes joined by others but often standing alone, he questioned every move by the college to treat women as an oppressed group deserving of special attention.

An early proponent of that position was English Instructor Beatrice Taines who addressed King's scheduling statistics by observing that "unjust treatment of an oppressed minority requires compensatory action on the part of the oppressors." She saw no problem with the college's responding to the needs of either sex as long as the needs of the students were met.

As late as 1972 the enrollment of women at DVC in the day program was below 45 percent. Prior to 1963 the ratio between men and women had remained consistent at about 38 percent women and 57 percent men. By 1974 DVC day students were equally divided between men and women. In the period 1969 to 1974 the number of women enrolled increased by 58 percent. During the same period male enrollment increased only 10 percent. The most striking increase was among women over thirty years of age—152 percent (from 549 in 1969 to 1,382 in 1974).[52] The development of Women's Programs played a prominent role in accounting for this growth.

The success of the Ethnic Studies activists (see Chapter Five) did not go unnoticed by those who felt the concerns and contributions of women were being neglected both in the curriculum and in the service areas of the college. By 1971, courses focusing on women's role and achievements were beginning to appear on college campuses. Using the Ethnic Studies model, the DVC Instruction Committee created an ad hoc advisory committee in November 1971 to study the situation and recommend ways to incorporate a women's perspective into the curriculum.[53] This committee provided a formal institutional connection leading to the development of a comprehensive plan for recognizing and meeting the needs of women on campus and in the community.

Encouraged by Health Education instructor Marge Smith, who was named Acting Associate Dean of Instruction in 1972, the ad hoc committee produced an extensive proposal entitled, "A Program for Women at Diablo Valley College." The proposal reminded the college community of its resolve as expressed in the 1968 Convocation on Human Rights, to "assist disadvantaged students to become full partners in the educational process which is the pride of the community."[54] It also makes an appeal to the college's basic tenets:

> If the Open Door and Student Centeredness are indeed sincere guidelines for education at Diablo Valley College, the measures outlined in this proposal must be implemented to allow women students to enter fully into the intellectual, personal and social development promised by our philosophy.[55]

Noting that in the fall of 1971 there were 5,128 men and only 3,848 women in the day program, the proposal called for "recruitment and retention programs especially designed for women" to erase "this 1200 student discrepancy." Among the particulars it proposed:

- Creating a block of courses of special relevance to women [this was to be later designated as the Women's Re-Entry Program];
- Establishing a day-care center for pre-school children;
- Establishing a Women's Education Center;
- Adopting an active affirmative action hiring policy;
- Implementing a Women's Studies Program;
- Establishment of the position, Director of Women's Programs, at the Assistant Dean level;
- Development of equity for women in the college's athletic programs.[56]

This proposal constituted a manifesto guiding the efforts of Women's Programs advocates over the next several years. The first accomplishment of the committee and its supporters was the Women's Re-Entry Program. A number of basic courses were "blocked" to be taught by instructors sensitive to the apprehensions and experiences of women who had been away from school for awhile. In addition, the students enrolling in these courses would be encouraged to foster a group identity and would be given special academic and personal support. Counselor Jane Castellanos observed at the end of the program's first year,

> ...fifteen minutes after the first newspaper story about the new program appeared in print last year we began to receive a flood of calls. I was astonished at the large number of women who had contemplated or longed for further education but who would not

> have had the courage to undertake it without the protection of this special program.[57]

Seventy-nine women enrolled in the fall semester of 1972. The success of the Re-Entry program is indicated by the increase in enrollment to 140 in the spring semester. Instructors in the program expressed great enthusiasm about classes full of eager, hard-working, and over-achieving students. During the first year 85 percent of the Re-Entry students earned grades of B or higher; 19 percent got A's in all their courses. This was in a time when only 15.4 percent of DVC's full-time day students averaged B grades.[58]

The success of the efforts to establish a Women's Program greatly increased the work load associated with promoting and implementing the various components.[59] In October 1972, the Women's Educational Center was opened requiring fifteen faculty volunteers to staff it. In the same month *The DVC Women's Newsletter* began publication. During November and December, "Brainstorming About Women," an in-service program involving community and professional presenters was offered. The Ad Hoc Committee asked for administrative assistance in their endeavors. President Niland defined Women's Programs as the responsibility of the Special Programs Office. In a lengthy list of the needs and goals of the program the committee co-chairs Beatrice Taines and Marilyn Braiger asked Special Programs Director Larry Crouchett to specify the functions and financial support that his office would supply.[60] Crouchett replied that his was "a one man office" and that while he "fully agreed that all these things are important if we are to get a viable program," his office "doesn't have a budget."[61]

Nineteen seventy-three was a year of achievement for women at the state legislative level as well. Bills passed in the California Legislature which revised community property law giving women equal management rights [SB569], which compelled college trustees to provide equal opportunities for women in athletics [SB1697], which assured equal credit rights for wives [AB312], which banned discrimination in the issuance of property and liability insurance [AB200] and which extended unemployment disability rights to pregnant women [AB809].

During 1974, the DVC administration responded to the situation by creating the position, Coordinator of Women's Programs. The Faculty Senate established an Advisory Committee on Women's Programs. English Instructor Beatrice Taines, a leader in the effort to establish the Women's Programs, was selected as Faculty Lecturer. Taines also was awarded a grant from the National Endowment for the Humanities to study women in the community. A Women's Program "Statement of Philosophy" was produced "fully consistent with, and a logical outgrowth of the philosophy of Diablo Valley College as stated in the catalog."[62] Women's Studies were being touted as "a new approach to interdisciplinary study."[63]

By 1974 the DVC women leaders and those who supported their efforts had created what Peggy Radford called in a *DVC Forum* article, "a special place." Radford reported being assigned to a committee to discuss the rights of women and minorities at the 1974 CCAC conference. She was not happy with the assignment because she felt there were more pressing issues. It proved to be an eye-opening experience for her. She found that much that she took for granted at DVC was considered utopian by other community college faculties and students. She learned that DVC was the clear exception when it came to day care, the Women's Center, Women's Studies and Women's Re-entry.[64]

At the same time Joe King was carrying out one of the most intense phases of his opposition campaign. In October 1974 he found an announcement for a "gay women's rap session" on the bulletin board of the Women's Center. In a satirical *DVC Forum* piece he called for "equal space for other sexuals" and extended an invitation to all those of "exotic sexual preference" to meet at his office. He wondered whether DVC was advocating gayness. In a post-script he mentioned that the *DVC Forum* editors had questioned his motives in the satire, and he claimed he only wanted to stimulate debate on the purposes of the Women's Center and on women's rights.[65] In a response titled "The Women's Movement and Human Potential," Humanities instructor Stan Cornfield said that he usually found King's writings to be "fun, witty and cynical but cloaking a deep sense of humanity." But he found King's gay piece "so vicious and unfair that a response is called for" even though it is "like responding to a hurricane or a rabid dog."[66] In the same issue of the *DVC Forum* King replied by challenging Cornfield's "assertion that gay and straight are equally valid life styles." In his view "gayness is an idea whose time has not come."[67]

In the following *DVC Forum*, Psychology instructor Bob Jones chided Cornfield for his over-sensitivity to King's satirical style. Comparing King to Hamlet's Yorick, "a fellow of infinite jest," Jones saw him as "outrageous, ribald, madcap" to a point "which would have caused others to fear for their jobs" but an asset in that he raised issues "on which the administration is spooked." Jones expressed concern that the Women's Center had not been discussed broadly. He favored "a human perspective rather than a gender perspective" and wondered why it was not just a "plain re-entry program." For Cornfield these lofty goals "denied the social reality of the moment." To him satire was effective for "humbling the proud and disturbing the mighty," but was unacceptable as a slur on an oppressed minority.[68]

King published "20 Questions on Special Privilege" in which he raised every possible issue about the women's programs and the college's behavior toward them. He sent his "20 Questions" to the Senate and the Administration and asked that they devise a way to "undertake their consideration."[69]

In the next several issues of the *DVC Forum* women faculty members and students attested to the successes of the women's programs, especially the re-entry program and the Women's Center. Marilyn Braiger chronicled the four-year history of the women's issue at DVC and pointed out the women's attempt to broaden the discussion and to invite interested men and women to participate in teaching in the re-entry program. In 1975 King circulated a petition demanding that the issue be put before the Accreditation team. He was still asking "Why after a year of controversy can this institution allow these shenanigans to continue?" He characterized the role of the Women's Programs Advisory Committee in screening those who could teach women's courses as abusive to the open door policy in that it promotes exclusivity and insularity.

While DVC had a Joe King it also had a sizable core of energetic, devoted and effective advocates for programs designed to serve the special needs and interests of women. As the description of King's role makes evident, the institutionalizing of Women's Programs was not made easy. Some might argue that having an adversary like King resulted in a stronger program ultimately by forcing advocates to unify and build upon well-defined principles. However that may be, the DVC Women's Center was firmly in place by 1975, the International Women's Year. Getting the rest of the program as firmly rooted would be the work of the next decade.[70]

Notes to Chapter Six

1. Richard Shoemaker. Interview with Don Mahan, March 28, 1989.
2. William Harlan. Interview with Don Mahan, June 15, 1989.
3. Lew Doty. "Are We Ready For Freedom?" *DVC Forum*, November 10, 1965.
4. Robert Martincich. Interview with Don Mahan, January 25, 1989.
5. *DVC Forum*. November 10, 1965.
6. *The Viking Reporter*, December 13, 1967. (This issue of the *Reporter* is misdated on the front page as November 15.)
7. *The Viking Reporter*, December 6, 1967.
8. William Niland. "Conscience and Disobedience: A Commentary." *DVC Forum*. December 14, 1967.
9. *The Viking Reporter*, December 6, 1967.
10. *Ibid.*
11. William Niland. Memorandum to DVC Campus Community, April 20, 1967.
12. *DVC Forum*. May 25, 1966.
13. DVC Senate Council Minutes, June 3, 1966.
14. *DVC Forum*. June 5, 1968.
15. *The Viking Reporter*, October 15, 1969.
16. *The Viking Reporter*, October 22, 1969.
17. *Ibid.*
18. *Ibid.*
19. *DVC Forum*. December 19, 1969.
20. *The Viking Reporter*, December 10, 1969.
21. *DVC Forum*. December 5, 1969.
22. *The Viking Reporter*, November 12, 1969.
23. *Ibid.*, November 19, 1969.
24. *Ibid.*
25. *DVC Forum*. May 15, 1970.
26. *Concord Transcript*. "DVC Teachers Reopen Classes." May 8, 1970.
27. *Ibid.*
28. *Contra Costa Times*. "Instructor Didn't Wait for Campus to Reopen." May 8, 1970.
29. James Shettler. "Could the Senate Meeting Have Been Divisive?" *DVC Forum*. May 15, 1970.

30. William Niland. Memorandum to DVC Community, May 15, 1970.
31. *Ibid.*
32. *Ibid.*
33. *DVC Forum.* March 23, 1966.
34. *DVC Forum.* April 13, 1966.
35. *DVC Forum.* April 27, 1966.
36. *The Viking Reporter.* September 29, 1961.
37. Reported by Robert Flanagan in conversation with Don Mahan, April 1989.
38. William Niland. Interview with Don Mahan, Ruth Sutter, and Greg Tilles, May 1989.
39. *DVC Forum.* October 13, 1966.
40. *Ibid.*, October 26, 1966.
41. *Ibid.*, November 9, 1966.
42. *Ibid.*, November 23, 1966.
43. *Ibid.*, December 7, 1966.
44. *Ibid.*, January 18, 1967.
45. *Ibid.*, October 5, 1967.
46. *Ibid.*, October 18, 1967.
47. *Ibid.*, November 2, 1967.
48. *Ibid.*
49. *DVC Forum*, April 30, 1971.
50. *Ibid.*
51. *Ibid.*, October 31, 1969.
52. William G. Preston. "Women, Women, Everywhere!", *Prospectus.* (Publication of the DVC Women's Programs) April 1974. Figures also reported in DVC Press Release, June 5, 1974.
53. The ad hoc committee was chaired by Susan Goldstein. Members included Barbara Baldwin, Ann Stewart, Jessie Stone, Gene Logan.
54. *A Program for Women at Diablo Valley College.* Proposal by the DVC Ad Hoc Advisory Committee for Women's Studies. Spring 1972. (Cover Statement) DVC Archives.
55. *Ibid.*, Introduction.
56. *Ibid.*, pp. 1-13.
57. Quoted in DVC Press Release by George Archinal, May 3, 1973.
58. George Archinal. Press Release, May 3, 1973.

59. *A Report Specifying the Functions of the Women's Studies Committee, 1972-73.* Prepared by Marilyn Braiger and Jane Castellanos, April 25, 1973.
60. Letter to Larry Crouchett from Women's Studies Committee, June 13, 1973. DVC Archives.
61. Lawrence Crouchett. Letter to Beatrice Taines, June 11, 1973. DVC Archives.
62. *Philosophy of Women's Programs at Diablo Valley College.* May 13, 1974. DVC Archives.
63. Florence Howe. Speech. DVC Conference on Women's Studies, May 1973.
64. *DVC Forum,* November 15, 1974.
65. *Ibid.,* October 4, 1974.
66. *Ibid.,* October 18, 1974.
67. *Ibid.*
68. *Ibid.,* November 1, 1974.
69. *Ibid.,* November 15, 1974.
70. Even at the time of this writing (Spring 1989) Joe King was still contributing articles to the *Forum* challenging the objectives of the Women's Programs.

Chapter Seven

MAINTAINING A CAMPUS CULTURE

Contending With Growth

With few exceptions, the challenges confronted by the DVC community during the middle years were all rooted in the rapid rate of growth experienced throughout higher education from the early 60s into the 70s. [Chart/page 273] traces the expansion of enrollments which resulted in a fourfold increase in the number of students between 1960 and 1975.

Every system, standard, and service on campus was stressed by the burden of numbers. Especially vulnerable were the various strategies designed to counteract the inevitable anonymity and marginality experienced by most students attending a commuter community college. Large numbers tend toward impersonal interactions and formal structures, the very antithesis of the communal, humane relationships that are essential to the educational process envisioned in the faculty statement which proclaimed the student as "the heart of the college." The challenge of numbers called for special efforts in every realm, but of special concern were communication and interpersonal relations.

Communication on Campus

During the early years many of the special features of the DVC culture depended upon easy and effective communication among members of the campus community. "Communication" as a concept enjoyed an almost mystical regard. Democratic governance, interdisciplinary education, professional openness, and collegiality all required good communication. The rapid growth of the campus population during the 1960s and 1970s called for heroic measures to keep lines of communication open between increasingly diverse segments of the community. As it became more and more difficult to bring people together for face-to-face discussion, the printed word was used to carry the burden of campus-wide communication. In addition to publications, there were attempts to communicate through college-wide symposiums and convocations. It was a time when expanding communication gaps between scientist and humanist, between black and white, between male and female, between teacher and administrator, between young and old, between political activist and "silent majority" member, etc., placed extraordinary demands upon existing modes of communication.

The DVC Forum

English instructor Dick Shoemaker proposed in 1965 that the Faculty Association publish a regular newsletter in which faculty members could express their views on campus issues. He saw the newsletter as an antidote to the communication gaps that had been developing on the expanding campus. Shoemaker had been an instructor at Fullerton College where the faculty newsletter had been effectively used to defend the college against attacks by the local John Birch Society chapter. The idea was approved by John Porterfield, the incoming Faculty Association president. They sold the idea to both the Association and the administration which agreed to print and distribute *The Diablo Valley College Faculty Association Forum,* a title that was soon shortened to *The Forum.*"[1]

The *DVC Forum* has been an expression of the spirit of DVC and an invaluable means for keeping that spirit alive. In the years since the first issue in October of 1965 every major institutional matter has depended on the *DVC Forum* for discussion of the issues involved. In a community where face-to-face contact between staff members becomes more and more limited, the *DVC Forum* is viewed by many as the real voice of the campus.

During most of its first year of publication the masthead of the *DVC Forum* carried a quote from T.B.Macauley: "Men are never so likely to settle a matter rightly as when they discuss it freely." At the end of the year it was changed to "There are many who recite their writings in the forum," from Horace. This change was announced as an invitation to those who had yet to contribute articles, especially science teachers on the "hill."

The first issues of the *DVC Forum* appeared to be typical organizational newsletters filled with minutes, agendas, and organizational announcements. Articles from other periodicals of interest to educators were reprinted. Only Faculty Association officers contributed articles: John Porterfield on General Education, Bill Tarr on the CJCA conference examining "The Power Struggle in the Junior College," Karl Drexel on the search for a San Ramon-Danville site for an additional campus [1965!], the NEA campaign to create a million dollar teacher's rights fund, and John Porterfield on opposing a proposal to adopt academic rank: "Who would exchange a dignified designation such as Teacher for a phoney, borrowed, 'hi-falutin' title?"[2]

The first use of the *DVC Forum* as a medium for debate occurred in the eighth issue when Bob Martincich wrote "Let's Stop Giving F's." He based his argument on the "F" grade's incompatibility with a commitment to the Open Door.[3] This "opened the door" to a full scale debate spread over the next four issues. Martincich's views were opposed by Armand Mauss in "The Open Door: Program or Platitude?" Martincich was joined by Bill Tarr and Helen Lindgren. Neil Kirschner and Al Scott chimed in with challenges to the unexamined assumptions concerning "open door outcomes."

Even while this first debate was in full swing another focusing on LSD use started up involving Bill DiPace, Bill Niland, Dr. Wilson Van Dusen, and John O. Stevens. [see Chapter Six]

During its first ten years the *DVC Forum* provided a platform for expression of opinion about administrative reorganization, activism on campus, peace and war, racism, sexism, women's programs, freedom in the classroom, tuition and fees, student rights, re-entry programs, ethnic studies, technology in education, ecology and the environment, collective bargaining, teacher responsibility, the calendar, ROTC on campus, and much more. As the editors put it in 1973, "The *DVC Forum* idea was to hold the center in a time of great growth."

Since its second year, a copy of the *DVC Forum* has been sent to every community college in California, many by request. It has spawned similar publications on several campuses and has added immeasurably to DVC's state-wide image. This beyond-the-campus exposure has prompted some concern on the parts of campus leaders both faculty and administrative about some of the less conventional pieces that have found their way onto its pages.

DVC Forum editors over the years have struggled with editorial questions of language and taste. The first and perhaps most celebrated case involving editorial judgment was the publication in November of 1967 of an essay by Los Angeles State College professor Jerry Farber titled "The Student as Nigger." Farber used explicit language and offensive images to make the case that college administrators and faculty are enemies of students. The editors prefaced the piece by observing:

> Professor Farber accuses the school establishment of being the enemy of the student. Right or wrong, he raises questions that this faculty and administration should not ignore, but should be talking about.[5]

The article was copied by some DVC students and passed around as an underground document. It found its way onto several local high school and junior high school campuses. One principal telephoned President Niland to protest the college's publication of such material; he questioned whether articulation with DVC was such a good idea.[6]

Several DVC instructors have used the *DVC Forum* extensively to provoke reconsideration of the college's "sacred cows." English instructors Joe King and Karl Staubach have contributed nearly one hundred *Forum* pieces. Among the "cows" they have criticized are collegiality, general education, traditional science, collective bargaining, affirmative action, women's studies, and organizational conventions generally. Though often exasperating and irreverent, contributions by these writers were seldom unread, and often responded to.

In 1976 the Faculty Association turned over sponsorship of the *DVC Forum* to the Faculty Senate. At that time, Dick Shoemaker, the founding editor, wrote:

> Our commitment will remain to provide "a forum" for those of us who work at DVC in which we express ourselves about matters that are of interest and concern to us. In short, the *DVC Forum* will be the

same wonderful, dull, brilliant, thin, relevant, fat, self-indulging, colorful and on-time publication it has always been.[7]

As a reader of this history has discovered, *DVC Forum* is an invaluable source for anyone seeking to recreate DVC's past from 1965 on. The collected *DVC Forum* issues present a portrait of the college revealing both its blemishes and its soul.

Other Newsletters

An indication of the developing distance between campus groups in this period was the perceived need for newsletters devoted to the interests of specific campus audiences. The Associated Students initiated a number of attempts to keep students informed about matters of immediate concern. These included *The Associated Students Offices Notes* [1965], *The Viking Campus News* [1968], *Council Communicator* [1970], and *Campus Communicator* [1971]. In the fall of 1965 *Classified Information* began as a publication of the Diablo Valley College Classified Association. Under the editorship of Judy Smith of the DVC production lab this newsletter reporting items of interest including both classified concerns and general campus matters continued publication until the demise of the Classified Association in the late 70s. *Classified Information* provided a forum for expressions of opinion by classified staff members on current campus issues in an attractive and professional format.

Symposiums and Convocations

During the late 1950s as an alternative to the Heritage Day programs being promoted by Superintendent McCunn, the DVC Faculty Association initiated a series of symposiums focused on current challenges to American education. The central themes of these symposia were the "implications of the world conflict of ideologies for the junior college instructor" and "the role of public education in American society."[8] In May 1959 the Faculty Association sponsored a day-long conference entitled "The Role of the Junior College Teacher." The keynote speaker was former DVC Director Leland Medsker. Dr. Medsker was then serving as Vice-Chair of the Research Center for the Study of Higher Education at the University of California, Berkeley. Also on the program was former DVC Counselor Charles Collins who, as luncheon speaker, explored the conflicts in the teacher's role as both private citizen and public employee. Collins was then Dean of Instruction at Grossmont College. Both Medsker and Collins were among those who left the District after difficulties with McCunn and went on to distinguished careers as leaders in community college education.

The Association's efforts were designed to counter the image of the junior college teacher as merely a public employee subject to the whims of current local opinion. With the departure of McCunn both the Heritage Day programs and the Faculty Association symposiums disappeared.

In 1967 symposiums were reinstituted as a means of overcoming the separations coincidental with growth. The basic idea was to devote a period of time, usually a week, each year to a campus-wide exploration of a current issue. All members of the campus community would be invited to participate. Instructors were expected to introduce the issue into their classes and to encourage their students to attend the various presentations. Authorities would be brought to campus to present their views and opportunities for discussion both in and out of classes would be provided. These programs were designated "symposiums." The choice of speakers was intended not only to contribute to the discourse on campus but also to attract participation from the larger community.

The symposium titles reflect the concerns of the period:

1967	The Search For Identity
1968	The Many Faces of Bigotry
1969	California's Urban Crisis
1970	The Chicano Experience
1971	Changing Lifestyles:Human Relations & Society
1972	The American Dream:Perspectives on Student Values
1973	Therapy for Sexism and Racism
1974	The Varieties of Religious Experience
1975	Violence as a Human Way of Life

As the titles suggest, these programs were designed to raise the levels of campus concern about personal and communal values. By focusing largely on the quality of interpersonal relations, the symposiums not only provided opportunities for campus members to talk together but they also contributed to improving the quality of life on campus.

INTERPERSONAL RELATIONSHIPS

Race Relations

In the years before 1965, Black and Hispanic students were rare among the DVC student body. Those who did find their way to the campus were not viewed as requiring special attention. They were just students and were therefore assumed to benefit from the college's commitment to "student centeredness" and "the Open Door." In fact, to have singled students out for academic treatment based on race or economic status would have violated the very principles that underlay the college's aversion to prejudging students. Any program that might result in "tracking" students, or otherwise categorizing them on any basis but their actual performance in classes was deemed "anti-DVC." Eventually as large numbers of students whose secondary school experience left them ill-equipped to compete in college classrooms arrived on campus, these "DVC" principles stood in the way of efforts to provide these students with "special programs." Very well-meaning people resisted programs that required separating students into special classes for the purpose of strengthening their basic skills and improving their sense of self-value.

The 1965-66 school year was the watershed. Both the Civil Rights Movement and the "War on Poverty" forced the college community to reassess a situation which resulted in few students of color from the Pittsburg area seeking to enroll. The various strategies invoked to increase their numbers are described elsewhere in this history. One result of those strategies was a dramatic new presence on campus—a presence that was immediately recognizable and, for many, unfamiliar.

The first students recruited from the Pittsburg Black community and the east county Hispanic communities were specifically selected because they did not exhibit the traditional values and preparation of "college-bound" students. At first these students were grouped in special classes. (A more complete description of these programs is presented in Chapter Five, "A College for ALL the People"). It was not long however before they began appearing in general classes and in social gathering places on campus. It was not possible to ignore their presence, and it brought out both the best and the worst in the larger white population.

The Communicator was a newsletter originally developed as a project to encourage the Pittsburg Program students to develop their writing skills.[9] It was designed for distribution to families in the Pittsburg Black community as an encouragement for others to come to DVC. By its third issue *The Communicator* had evolved into a voice expressing both the pain and the anger of young Black men and women living in a racist society. Typical titles were: "This is Our Country Too!," "Black is Better Than Lack," "Black Mercenaries in Vietnam," "The Shadow of America is Cast Upon the Black Race," "Cowboys and Colored People Ain't Black," "Antioch: A White Ghetto," and "Talk-Talk-Talk, The Time is Now."

The Communicator depended upon the support of the Associated Students and the college administration. Both were forced to reconsider their support in the face of the controversial third issue. It became a test of the extent to which the college community as represented by its official actions was ready to accept a voice that did not conform to traditional notions of academic dialogue.

In 1967 when this controversy emerged it did not receive attention from many on campus. Few had access to *The Communicator* and the views of a small group of Black students did not get much notice. The incident was resolved through the intervention of the Superintendent, Karl Drexel, to whom *The Communicator* staff appealed. After a meeting in which he heard the Black students' reasons for their editorial decisions Drexel approved the use of District funds to publish the newsletter.[10] However, the students had learned first hand that keeping the door open to divergent views required organized effort on their part. It was a lesson that helped pave the way for the formation of the DVC Black Students Union (BSU) and the Chicano Action Group.

By the spring of 1968 race relations were a topic of concern both on-and off-campus. The Committee on Arts and Lectures kept the issues before the campus community by selecting as the 1968 spring symposium focus, "The Many Faces of Bigotry." Dr. Staton Webster, a Black scholar, gave the major address entitled "Racial Prejudice: Its Causes and Consequences." Lester Kinsolving made the keynote presentation in which he unmasked the many faces of bigotry in American life. Sister Mary Lenore spoke on "Breaking Stereotypes," and Dr. John Sears explored "Gestalt Therapy: A Cure for Bigotry." The views of these speakers were accompanied by film presentations and a symposium program booklet containing poetry and prose intended to overcome the barriers of prejudice. On the cover of the program was Robert Frost's poem "Mending Walls." The symposium, which took place in March, affirmed the society's potential for overcoming bigotry through reason and good will.

In April, Dr. Martin Luther King Jr. was murdered. The mood of optimism that may have been generated by the symposium on bigotry was dispelled for many by the murder itself and by the extremity of the disruptions following it. To avert the possibility of an irrational, possibly destructive, response within the DVC community, a small group of faculty and administrators chose to confront the situation head on by staging a campus-wide convocation. Working intensely over a seven-day period, a dozen people put together the DVC "Convocation on Human Rights." As described by one of the dozen, "12 guys in Niland's conference room all day for 7 days planned the 1968 symposium on racism."[11] The convocation featured speakers, panelists, and resource people including Black Panther representatives, local and state legislators, community activists, the DVC BSU officers, president of the Bay Area Afro-American Council, police officers, and others directly involved in combatting racism. The convocation took place in May and over 2000 people participated. The keynote address was given by Black film and television actor Ivan Dixon. He had originally titled his talk "Racism in the U.S. and What We Can Do About It." By the time of the convocation he had changed it to "Revolution in the U.S. and What We Can Do to Assist It." He portrayed the revolution as a positive overturning of old ways of behaving on the parts of both Blacks and Whites. Racial conflict, civil disobedience in the face of war and social injustice, and widespread student protest had eliminated "business as usual" as an option. Radical conditions called for radical solutions.

The convocation and the events that produced it placed a clear agenda before the college faculty and administration. No longer was the "open door" enough to fulfill the college's responsibility to the minority community. In addition there must be policies and practices that actively increased both the numbers of minority persons on campus and the chances for them to succeed. Translated into specifics, this meant more minority faculty members, courses and programs specifically designed to serve the needs and interests of minority students, and a climate that welcomed both them and their cultural heritage. In the immediate aftermath of the convocation it seemed to the minority community that these changes would soon become apparent. However, the struggle was far from over.

The 1968-69 school year witnessed increasing militancy on the part of Black and Hispanic students in response to what they perceived as the interminably slow institutional processes responsible for making the changes real. What started out as requests became demands by the following May. Although DVC employed eight Black instructors where there had been two previously , the BSU representatives were dissatisfied. Before 1968-69, two white instructors had been the faculty advisors for the BSU. The addition of new Black faculty made it possible to provide a Black advisor. Also, a number of more politically active Black students appeared on campus. In December the BSU presented the administration with a lengthy detailed set of demands in the form of a position statement. It was published in its entirety in *The Viking Reporter* as the lead article. Among the many demands there were several associated with the creation of an Ethnic Studies Department and an Ethnic Studies curriculum. The BSU and the Black faculty members opened discussion with President Niland on the demands. Niland responded to the array of demands in an open letter to *The Viking Reporter*. He assured all interested parties that the college would make every effort to meet the various demands or explain why it could not. In February the Faculty Association endorsed the BSU demands, and in April the Faculty Senate Council unanimously endorsed the creation of an Ethnic Studies Department to be operative by fall 1969.

> *The mood of the times was revealed in a dramatic confrontation between a group of Black and Hispanic students and President William Niland one afternoon in May 1969. As described in the* DVC Forum *by an observer:*[12]
>
> > *Bill Niland was surrounded by a group of Black students. He was standing with his arms folded and his head slightly bowed. The students were carrying signs which read, "NO MORE DELAY," "RIGHT NOW!" "BLACK RELEVANCE NEEDS BLACK STUDIES," and "VIOLENCE IS THE TOOL OF THE IGNORANT."....* *The students were excited. They buoyed each other up with outrageous comments.*
> >
> > *The account goes on to describe a meeting forced upon the President against his assurances that he was scheduled to meet later in the day with designated representatives of the BSU and the Black faculty. The students made it clear that they had lost patience with the official procedures of the college. They wanted a decision then and they wanted it from the man that they were convinced had the power to make it. As one student put it:*
> >
> > > *"There were over forty demands including one for the creation of a Black Studies Department which has already been endorsed by a couple of jiveassed faculty groups."*

> *President Niland asked what they thought such a department could achieve. He was told, "You give it to us and we'll make it work for the Black people on this campus." Niland then explained that funds had recently become available to finance a new department.*
>
> *"Can we have it then?"*
>
> *"Yes."*
>
> *"Get him to put it in writing."*
>
> *"You have my word."*
>
> *"Whitie can't be trusted. Get it in writing."*
>
> *A young woman dropped a piece of paper and a ball point pen on the arm of Niland's deskchair.*
>
> *"He doesn't seem to know what to write. Someone tell him what to write."*
>
> *After further discussion of where the new department would fit into the scheme of things, one of the more aggressive students observed*
>
> *"He hasn't written anything yet. You have been trying to teach me to read all these years now how about giving me something I can read."*
>
> *One of the administrators present passed a note to Niland. It was intercepted by a student who read it aloud.*
>
> *"It says he should write it."*
>
> *Niland took up the pen.*
>
> *"Put in there that this has been an orderly meeting. We could tear this place down but that's not what we want. That won't do anyone any good. See those signs? They say we are against violence. We're trying to do this by the rules."*
>
> *The President wrote a few lines and signed his name. He passed the paper to the student spokesman who read it*
>
> *"This has been an orderly meeting. I have agreed to the creation of a department of Black Studies."*
>
> *It was a time of extraordinary institutional procedures.*

In fact, an Ethnic Studies department was never created. Further discussion led to a decision to create instead the position of Coordinator of Ethnic Studies. The Coordinator was given responsibility for working with existing departments to develop new courses and to assist with efforts to integrate ethnic materials into existing courses. The first Coordinator, History instructor Virgil Woolbright, worked with interested departments and was actively supported by the college administration. After three years the position was deemed no longer necessary.

The struggle over ethnic issues dominated the symposium programs for the next several years. In 1969 it was the "Urban Crisis" in California featuring Black political figures Melvin Dymally, Tom Bradley, Willie

Brown, Yvonne Braithwaite, John J. Miller and Channing Philips. In 1970 "The Chicano Experience" explored the plight of farm workers and of Hispanic youth in California. The 1973 symposium dealt with "Therapy for Racism and Sexism." The "therapy" was change in emotional, educational and legal behavior.

Relations Between Students and Faculty

Informal contact between students and faculty members had been a hallmark of DVC campus life during the 1950s. In keeping with its philosophic orientation toward student centeredness and democratic social values, the college staff sought to avoid the barriers that were placed between students and staff members on most college campuses at the time. However, growth had taken its toll on such informal practices by the end of the decade. Some faculty members saw a need to create occasions for personal contact in order to keep the communal spirit alive.

Cof-Prof was the first attempt of this type. At certain specified hours faculty members would take their coffee breaks in the student dining area. It was understood that they would welcome opportunities to converse informally with students about any matters of common interest. The practice of Cof-Prof lasted for several semesters. Though a small number of students and faculty members were active participants, it was publicized and it signaled to students that DVC faculty were approachable on a person-to-person basis.

The 1965 symposium, "The Search for Identity," generated intense student interest through the presentations and through classroom discussions. The need for authentic person-to-person interaction to achieve self-awareness and personal growth was a major theme of the symposium. The symposium led naturally to proposals for "humanizing" the teaching-learning process at DVC. The proposal that gained the most immediate support was for a student-faculty weekend retreat away from the campus. Capitalizing on the momentum, an informal student-faculty group located a YMCA camp in the Santa Cruz mountains and with Associated Student support arranged a retreat which came to be known by the camp name, La Honda.

The first La Honda weekend was an experiment in free swinging interaction between the students and instructors. There were few planned activities and plenty of freedom. Discussions, hikes, ball games and lots of music, both live and recorded, filled the redwood forest both day and night. It was a time of trying out new behavior and ideas. The boundaries were ambiguous and the potentials were great. All who attended proclaimed the retreat a great success. The only reservations were voiced by people who were saddled with administrative responsibility. English instructor Lewis Fonseca reported that "the La Honda weekend changed my life," and he appealed to other faculty to support "a rare chance to really *be*.[13]

Some of the stories that filtered back to the campus, whether true or imagined, caused campus administrators to take a more active part in the planning of the second La Honda. This activity provoked a student writer to observe:

> The tradition of La Honda is to free students and instructors of conventional barriers; overmanaging and directing the event threaten its purpose.[14]

While it may have been an exaggeration to treat La Honda as a "tradition" in its second year, it did continue for many years under the able leadership of Electronics instructor Bob Hendrickson, and by the mid-1970s when Hendrickson made his last appeals for faculty participation it had been established as a genuine DVC tradition. Like Cof-Prof, it was something that directly affected only a small number of students and faculty, but it stood as a symbol of the college's recognition that real education extends beyond classroom boundaries. College-within-a-college, course blocking, and the Re-Entry program were all expressions of the same recognition.

A Search for Commonality

By the early sixties it was no longer possible to rely on common understandings and informal procedures to insure consistency in the college's instructional programs. The staff was too large and the issues too complex to conduct policy-making through regular faculty-wide discussion. In the absence of a departmental structure, the Instruction Committee was expected to insure that the college philosophy was appropriately reflected in the educational programs. The key challenges confronting the committee between 1960 and 1963 were:

- maintaining common content in multi-section courses;
- establishing uniformity between day and evening courses;
- creating a new time pattern to allow more classes to be offered in the same space;
- meeting the needs of an increasing number of underprepared students and
- devising curricula to implement the recently adopted general education statement.[15]

Growth in enrollment led inevitably to a demand for more and more sections of the basic courses. Maintaining consistency among many sections of the same course was only possible where a certain degree of uniformity existed. It was standard practice at the beginning of the decade for all instructors of a multisection course to use the same text and to follow the same course outline. Many course outlines specified a schedule of assignments and topics to be covered in the course. Often instructors teaching the same course would share materials and make efforts, both formal and informal, to use common grading standards.

Increasingly during the decade of the sixties "uniformity" and "conformity" came under attack both on campus and elsewhere in the society. They were challenged in the name of "individuality" and "creativity." It was argued that the best teaching grew out of an individual instructor's special interests, abilities, and preparation; efforts to maintain commonality were considered a hinderance to effective instruction. The attack on commonality accelerated throughout the 60s and into the 70s. Along the way most common texts were eliminated, especially in the social science, humanities and English courses. The struggle to maintain common content, common objectives, and common standards persisted as a feature of institutional life. Special efforts have been made periodically both at the departmental and at the institutional level to define and nurture concepts, values and practices that deserve attention in every classroom on the campus.

Hill vs. Flatland

For the first decade of college life all faculty taught classes and had offices in the same general area. Faculty members frequently encountered each other in meetings and informally on the walkways, in the staff room and elsewhere. It was a time of sharing curricula ideas and classroom experiences. The campus was a small village community. Face-to-face contact was the primary way of doing business.

And then in 1960-61, a castle appeared on the hill overlooking the village. Viewed from below the new science complex seemed a fortress with two brick wings and a central dome. Between it and the rest of the campus stretched a barren slope. It was not long before those who made the science buildings their professional home were looking down on what they began calling "the flatland."

At first, there were efforts to eliminate the distance between the "Hill people" and "the Flatlanders." English and Social Science classes were taught in science building classrooms. For a year or two several English instructors had offices in the Physical Science building. And so some Flatlanders climbed the hill. It was still a time when general faculty meetings were not unusual, bringing Hill people down the hill. Often they came down the hill to discuss interdisciplinary approaches to General Education. But it was the time of "Sputnik" and of the "Two Cultures" debates, and many science teachers were feeling the pressure to do more science teaching and less philosophizing. The distance they felt from their colleagues in the humanities and the social sciences was more than physical. While some science faculty made heroic efforts to stay engaged in the campus dialogues through committee and social contacts, for many it was easier to slip into a "them and us" way of seeing things. By the mid-1970s an English teacher walking through the Physical Science building would not be surprised to have a science colleague inquire, "What are you doing up here?" And the temptation would be great to respond, "Just trying to get a taste of the high life" or "Just slumming."

By 1966, Chemistry instructor Ken Howard probably spoke for many of his science colleagues when he wrote in the *DVC Forum*, "We hill peons with 18-hour schedules have no time to waste composing the pearls which clutter the *DVC Forum* pages." He quoted a number of authorities on the sad state of English instruction nationally and then observed that "the challenge for twentieth century literature is to deal with science not anathematize it."[16] He was writing in reaction to an article by the English instructor who extolled her "haphazard" course in which students discovered themselves (See Chapter Six).

Elizabeth Johnson, English Department Chair, responded with an open letter in which she reminded all of the words of former Assistant Superintendent Graham Sullivan, "Disagree but remain friends." She hoped that people "on the hill" would not make the error of judging 36 English teachers by the words of a few.[17]

The depth of reaction by Howard and other science teachers to English instruction issues was undoubtedly aggravated by the "load question." The District implemented a teaching load policy in 1964 which distinguished between laboratory classes and composition classes. Composition instructors were presumed to spend a good deal of time reading and evaluating student writing and so were required to be in class fewer hours. Science instructors contended that they also had to read and grade lab reports. They were particularly incensed when it appeared to them that not all English teachers were assigning and reading the amount of student writing that the load policy presumed. The load issue was to prove the most divisive in the Hill/Flatland split. The split widened around the involvement of the college in anti-war activity. Dick Cooper, Engineering instructor, in a *DVC Forum* article "'Nother Vietnam Questionnaire" wondered about the absence of questions related to North Vietnam's role in the war.[18] And Ken Howard in an "Open Letter to [English Instructor] Bill Harlan" took Harlan to task for describing the Dean as "gleefully rubbing his hands together while telling you that you could not have your rally."[19] Howard asked Harlan to save some "of [his] pious concern for the thousands of students who prefer business as usual to rallies." "I am as opposed as you are," he continued, "but closing classrooms is the wrong direction." In describing an open Senate meeting to consider several peace-related resolutions, Biology instructor Jim Shettler asked, "Could the Senate meeting have been divisive?" He criticized the handling of the meeting in "a gym packed with students and sixty-nine faculty" to consider "resolutions concerning war and our curriculum for the rest of the year." In Shettler's view "it is much easier for some teachers to disregard assigned curriculum than for others."[20]

When there was debate over imposing tuition on junior college students, 61 DVC faculty signed a position statement opposing fees. A science instructor published an analysis of the names claiming them to be unrepresentative of the faculty which numbered 223. He found that 66 percent of the signers were either English or Social Science instructors. He explained the very few science signers as evidence that "science faculty are more aware of the practical factors."[21]

The placement of the administrative complex, the mailboxes and the faculty/staff lounge-lunchroom on what was the barren slope between hill and flatland has reduced the distance for those who use these facilities. *The DVC Forum* has been used both to relieve and to exasperate a situation which is undoubtedly a feature of the DVC campus culture. Still, the Hill/Flatland gap may always resist efforts to bridge it.

The Classified Staff: Colleagues or Employees?

A number of factors combined to produce a true sense of community among the first generation of college staff members. The small size of the staff made it possible for everyone to have face-to-face contact on a daily basis. The staff's philosophical commitment to democratic ideals and professional openness promoted broad staff involvement in decision and policy making. And the personal styles of the early administrative and faculty leaders made all staff members feel recognized and appreciated. Then as now, that appreciation was well-deserved. It is the skills and dedication of classified staff members that keep the essential functions of the college—admissions, registration, scheduling, record-keeping, food-service, security, maintenance, secretarial support, etc.—operating so that faculty members and administrators may concentrate on teaching and learning. DVC's success owes an enormous debt to the exceptional quality of the college's classified staff during every stage of its development, a debt that was frequently and publicly acknowledged in the early period.

The first two chief campus administrators, Lee Medsker and Karl Drexel knew the name of every staff member and made an effort to make personal contact whenever they encountered people on campus or at social gatherings. The many parties, teas, after work cocktail sessions, etc., so common during the first fifteen years provided opportunities for strengthening the bonds of friendship as well as fostering professional ties. The excitement and esprit associated with creating a new kind of institution tended to blur the distinction between required and desired when it came to participation.[22]

It was not until the latter stages of the confrontation between the college staff and Superintendent McCunn that classified staff members saw any need for creating a classified staff association. And then the primary objective was to speak in a unified voice in support of the college administration.[23] Most classified staff members saw themselves as part of a common effort with the certificated staff and felt assured that their interests were receiving appropriate attention. When legislation was passed in 1963 enabling the classified staff to negotiate under provisions of the Winton Act, the association was formalized. But with Karl Drexel as Acting Superintendent it was not viewed as an adversarial action.[24]

This sense of oneness within the college staff began to fragment by the late 1960s. Rapid growth all but eliminated the possibility of personal contact between all members of the staff. A new organizational structure in which a Director of Business Services stood between classified staff members and the rest of the professional staff forced many non-certificated staff members to view themselves as employees rather than colleagues. Increasing formalization of working conditions and a trend toward unionization escalated a sense of social and professional distance for many members of the classified staff. President Niland introduced a personal style of administrative leadership that contrasted sharply with that of his predecessor. He seemed less approachable on an informal personal basis to classified employees and opportunities for social contact between the President and classified staff members decreased dramatically during his tenure. Some administrators and faculty members attempted, however, to maintain easy, informal relations with members of the classified staff. But many workplace relationships were further complicated by the trend toward collective bargaining which gained momentum during the middle 70s.

DVC and the Computer[25]

By 1960, Business Education instructor Doris Thomas was able to convince campus administrators that her students had to have experience with data processing by machine. She was given some space in the Technical Education building and a few keypunch machines, a verifier, sorter and an accounting machine. This equipment had been in use at most large businesses for decades. Thus the door was opened to the primitive stages of a technology that would entirely transform information processing on the campus over the next twenty-five years. For some time DVC was more resistant to computerization than other organizations of its size and complexity.

The computer officially arrived on campus in 1965 with the installation of an IBM 1440 in the Technical Education building. Its 12K core storage capacity was considered entirely adequate for the needs of a community college of 6000 enrollment at the time. The average personal computer today has a core capacity of over 600K. Accompanying the 1440 was a card reader able to read 400 cards per minute, a card punch that punched 250 cards a minute, two disk storage drives able to retain 2 million bytes of information and a printer. The entire system, including the services of an IBM systems engineer for installation and programming, was leased for $3000 a month. Newly hired Computer Science instructor Jim Hammill was placed in a small glass booth to watch over it and supervise its use.

Some of DVC's initial resistance to having a computer on campus was attributed to the fact that Contra Costa College had established an instructional program in computer use a year earlier, and some DVC administrators felt little need to duplicate the effort. However, Assistant

Dean Erv Metzgar saw the potential of the computer as an instructional tool in addition to its vocational value. When all agreed that a computer instruction program without a computer was doomed, the decision was made to lease the 1440.

At the time many employers did not believe that a two-year program in data processing was sufficient preparation for employment in computer programming. Though there were questions about the 1440's instructional value, IBM had made a persuasive case regarding its value for administrative data processing needs. Hammill was assigned to direct the integration of the computer into the instructional and administrative fabric of the college. This included supervising the programming necessary to convert the registration process from keypunch to computer. It was not an easy transition. Personalities, territories, and philosophies came into conflict. The resulting turmoil was compounded by uncertainties about who was in charge. Programmers were hired who possessed technical expertise but little patience with the resistance to change and the confusion about direction that characterized the campus approach to the computer age.

As new more powerful computers became available their potential for relieving the burden of the administrative data overload accompanying a period of rapid growth was apparent. Efforts to create a District-wide computer master plan led to squabbles between those who planned with administrative needs at the core and those who planned around instructional concerns. For a period in the early 70s, there was support for placing a mainframe in the District Office with terminals on the campuses. But the difficulties that this format presented for instructional programs led District Superintendent Drexel to approve the leasing of an IBM 1130 system for installation on the DVC campus in 1969 for instructional use only. The 1440 was moved to the District Office for administrative use. The Contra Costa College instructional program used the terminal format hooked to the District mainframe. DVC's insistence upon having its own central computer was the source of intra-campus criticism until 1972 when CCC's monthly terminal costs exceeded DVC's lease costs.

Computer instruction in the early days was distributed among several departments. Both Math and Engineering offered FORTRAN courses. Business had courses in Data Processing, COBOL, and SPS language programming. Architecture instructor Colin McGlibery developed a course called "Programming for Scientists and Engineers" that was to persist for more than 19 years without significant change. Math instructor Ben Bowen spent many hours devising strategies for computer use in math classes. Physical Science instructor Jim Ardini created a number of computer courses for physics and science majors. Ardini also helped students establish a computer club and provided encouragement and instruction for a number of DVC computer teams that competed very successfully in national contests against teams from four-year institutions.

By 1975 computer instruction was gathered together in a single Computer Science Department. The program's extreme popularity is indicated by constant demand for additional space, new equipment, and updated staff. During the 1980s DVC has developed into a major provider of computer instruction. Access to computers has expanded to the point where a computer is available to any student or staff member who needs one. The Center is open twelve hours a day and for weekend use as well. Most of these computers are located in the Computer Center which opened in 1986 in what was formerly open space under the Library Building.

The Arts at DVC

The idea of the college as culture center was established early. In the 1950s the opportunities for experiencing serious art within Contra Costa County were very limited. For those unused to traveling to San Francisco and Oakland in pursuit of culture and entertainment the college offered an accessible alternative.

Dr. Herman Chrisman was the early driving force to involve DVC students in culture and the arts. His humanities courses which were part of the core general education program required students to attend performances in opera, theater, and the symphony. The field trips that he organized to museums and cultural events were famous on campus. As one of Chrisman's fans put it, "Herm dragged kids to the city to see and hear what they would never have experienced otherwise." Chrisman was also a key figure in the creation and management of the Arts and Lectures Committee which for many years was the primary vehicle for bringing the living world of art, music and culture to the college.

By the early 1960s on-campus cultural activities included an annual art show featuring the work of student artists, several shows each year in the college museum of loaned art, and a rapidly developing program of free film presentations, in addition to the performance series sponsored by the Arts and Lectures program. In later years the college added Artist-in-Residence and Scholar-in-Residence programs which put DVC students in direct contact with musicians, composers, painters, sculptors, poets, authors, photographers, actors and critics of national and international stature.

Throughout its 40 year existence DVC's drama and music programs have been a source of great institutional pride. There is not room here to list, let alone describe, the fantastic array of productions and performances that have earned the college its place as a major cultural center in the region. The talents of DVC students and faculty members have been a source of enjoyment, wonder and admiration for many thousands in the Bay Area. An entire volume could be devoted to just this aspect of the college's presence in the community.

During the years preceding the passage of Proposition 13 in 1978, the DVC Arts and Lectures programs brought many major performers and scholars to the campus. Among these were:

Allan Watts
Ashley Montague
Mel Torme
Joe Williams
Art Hoppe
Francois Mitterand
Robert Scalopino
Tom Bradley
Margaret Mead
Frank Baxter
Robert Arneson
William Winter
Edward Teller
Vance Packard
Ray Charles
Santana
Ray Bradbury
Sir Robert Robinson
Imogene Cunningham
Rollin Post
Mark Van Doren
Mel Wax
Clinton Rossiter
Benjamin Feingold
Allan Temko
William Lederer
Glenn Yarborough
Pat Paulsen
Paul Goodman
Josephine Miles
Bruno Bettelheim
Wallace Stegner
Nevitt Sanford
Rev. Cecil Williams
Robert Bellah
The Lettermen

The DVC Museum

On the front page of a 1969 edition of *The Viking Reporter* a student journalist titled his article "Hidden Museum Serves Students in Many Ways." In its heydays before Proposition 13 closed its doors this wonderful resource may have been a hidden treasure for some folks on campus, but for many more off-campus folks the museum and the planetarium were all they knew of DVC.

The museum's location in a concrete pit below the planetarium reflects its last minute addition to the plan for the science complex. As Superintendent Drummond McCunn liked to put it, "I just cut a foot off the Physical Science building and another off the Life Science building and that left us with enough for a museum."[26]

The idea of creating a science museum on the DVC campus grew from several roots. A court case argued by then Attorney General Pat Brown Sr. in the late 1950s established that it was illegal to use public funds to pay admissions for students to museums, zoos, theaters, etc. Since there was no public science museum in Contra Costa County, science field trips for school kids were severely curtailed. At the same time the nation was suddenly confronted by the USSR's Sputnik achievement and the calls for upgrading the science education of American youth led to the availability of NDEA funding. And, finally, science instructors at both CCC and DVC had been lobbying for a planetarium. Ferd Ruth, DVC's pioneer Life Science instructor, was, on his own, building a collection of artifacts and exhibits to support class instruction. He was a staunch advocate of the concept of the "teaching museum."[27] The stage was set for Superintendent McCunn's decision to make space for a science museum under the planetarium which he had decided would be on the DVC campus. So a pit was dug behind the planetarium and a basement floor was formed to house the museum which opened its doors in 1961.

McCunn saw the museum as a device for showcasing Contra Costa's industries. When the museum's first curator, Stan Byrne, arrived he found a number of displays already set up. P.G.& E. had provided an exhibit depicting plans for a nuclear power plant, C&H Sugar contributed a giant sugar crystal, and Dow Chemical's water treatment process was elaborately presented.[28] Byrne, who had been a staff member at UC Berkeley's Lowie Museum, had enthusiastic support from Physical Science Coordinator Robert Duke, Life Science Coordinator Ferd Ruth and Associate Dean John Kelly in developing a comprehensive teaching museum with a more academic orientation. It was not long before a visit to the DVC Science Museum was a regular part of almost every Contra Costa elementary student's science education. Ferd Ruth designed study guides for museum visitors which insured that every visit would be a learning experience.

In 1965, when Stan Byrne moved on to the directorship of the college's audio-visual program he was replaced as museum director, after a one year interim, by Erda Labuhn. Labuhn had just completed a Master's degree in Decorative Arts at Berkeley and had also been on the staff of the Lowie Museum. She brought a new dimension to the museum and soon exhibit space was being used to display works of art. What had been a strictly science museum was gradually transformed into a comprehensive museum supporting all aspects of the instructional program and the community of interest.

Labuhn brought traveling shows to campus, sought out local collections (some belonging to faculty members), and provided gallery space for the DVC art department's faculty and student work before the present Art Gallery was built. New show openings were publicized and celebrated with teas. Erda made sure that instructors whose students might have a special interest in a particular exhibit were encouraged to bring classes to the museum. The DVC Museum was honored by the American Museum Association as the best run single professional museum in the United States.[29]

Shortly after the passage of Proposition 13, Erda Labuhn's position was eliminated and the museum was closed. This was part of the college's decision to abandon most of its community service function, including the Arts and Lectures Series, in the face of drastically reduced financial support.

The DVC Film Program

The absence of theaters in the county showing foreign or art films made it necessary for the college to rent the serious films that students were being encouraged to view by their instructors. Usually the costs of these rentals were subsidized through Associated Students funds. By 1960 the demand for film rentals was sufficient to justify the organization of a pre-scheduled film series. By a fortunate coincidence, Gerard Hurley was employed as an English instructor in 1960. Hurley had managed a movie house and had made a couple of professional films. Right from the start Hurley was considered the "film" person on campus. He got early support from Herm Chrisman when the two discovered that they shared a high regard for a number of films. Hurley was recruited by the Arts and Lectures Committee then chaired by Foreign Language instructor Fred Herrmann who was extremely interested in bringing foreign films to campus. The potential that a full fledged film program had for producing ADA was not lost upon the college administration. All the factors were present for the development of a successful film program. However, it is unlikely that anyone could have predicted just how successful the program was to become.[30]

With the help of Claire Luiselli, Administrative Assistant to the President, Hurley put together a mailing list of professional people and others in the community who might have an interest in serious film. Eventually that list was to grow to over 14,000 names. By the mid-1970s more than 100,000 film lovers were attending the showings presented through the DVC Film Program each year. Hurley proved to be a genius at finding the financial support which made it possible to offer first-run and quality films to both the campus community and the public free of charge. Funds were contributed by various instructional divisions, by the Office of Special Programs, and, until Proposition 13, by the Office of Community Services. The film program became a source of wide public recognition of DVC through the Bay Area. In 1976, a full page article in the *San Francisco Chronicle* was devoted to the program. Film critic Judy Stone called it "the largest free feature service in the U.S." Only New York's Museum of Modern Art showed more different films in a year, but not for free.

Over the years the DVC Film Program has been used to provide a cinematic dimension to issues facing the college. These have included war and peace, racial conflict, and women's rights. It has also provided uncountable moments of joy, terror and awe. The DVC Film Program is certainly among the first-rate achievements of the college.

THE CAMPUS PHYSICAL ENVIRONMENT

Buildings and Facilities

The middle years spawned most of the permanent buildings that can be found on the campus today. The years of deprivation imposed by the "pay-as-you-go" philosophy of the first decade left many opportunities for architects and contractors in the 60s and 70s. Some of the results are depicted in the portfolio of photographs contained in this book. Most of the buildings reflect the sort of compromise that is inevitably inflicted on public structures. In some instances the compromise did not exact too great a toll. The "village" feel that Director Karl Drexel and Dean John Kelly envisioned for the Faculty Office/Liberal Arts complex survived sufficiently to create a comfortable space of human dimensions and natural elements. The struggle to provide environments conducive to humane learning and living filled a major portion of Karl Drexel's first years as Superintendent.

One of Drexel's most innovative contributions to campus building was the District's pioneering use of the local assessment district as a way to finance facilities such as the playing fields and courts, the pool, and the gyms. By making these facilities available to the citizens of adjacent municipalities, the District was able to gain funds through assessment of taxpayers in those municipalities to pay for them. The Contra Costa Community College District was the first in California to finance the development of college facilities through the local assessment district device. Two other districts followed suit. However one of them used the device in such an exploitative manner that the Legislature moved quickly to close a very promising window of opportunity for developing community colleges. Fortunately for DVC and its community the local assessment district made possible an attractive and highly appreciated recreational and instructional complex.[31]

Landscaping and Planting

When it first opened in 1961 the DVC Museum was a "bare bones" operation. Located beneath the planetarium, it was entered by descending into a concrete-walled pit. If it was to be a major contact point between the college and community visitors, something needed to be done about the exterior unattractiveness. Museum Director Stan Byrne talked about the problem with Botany instructor Howard Knight. Knight just happened to have two brothers in one of his classes who were looking for a landscape design project. Byrne and Knight approached Karl Drexel about the situation, and funds were found to pay for materials and the out-of-class time required. A design was developed and the young men devoted afternoons and weekends for the rest of the semester and part of the summer to bringing it to life. However, when it was time for them to move to Southern California to continue their studies, the project had not been completed. "That's okay," Byrne was assured, "Dad will take care of it." "Dad" turned out to be Harry Nakagawara, a successful Danville landscaper with whose work Drexel was familiar.[32]

It was a fortunate joining of a need with the best person available to meet it. Harry Nakagawara, as a young man, had traveled to Japan and apprenticed himself to a master gardener for four years. He possessed both the knowledge and the creative spirit necessary to transform the rugged clay expanses that constituted most of the DVC landscape in 1960 into what is today regarded by many as one of the most attractive community college campuses in Northern California.

Nakagawara's work on the museum courtyard led to his being employed on a project by project basis for several years and then as full-time Head Gardener. As the college's building program stepped up pace, Drexel insisted that the architects use Nakagawara as their landscape consultant.[33] Harry was everywhere on campus. His work was appreciated by all, especially those who remembered the dry, brown vistas of the early campus. His legacy is written in the trees, shrubs and flowers that soften the lines of buildings and surprise even the casual visitor with the extent of natural beauty that the campus affords.

Harry Nakagawara saw the campus as his major professional challenge. He played a primary role in the creation of the botanical gardens adjacent to the Life Science Building and in the development of the Garden for the Blind. There is almost no place on campus that is not graced with the product of his vision. His place in the college's history fills the eye of anyone who takes a moment to look around while on campus.

Notes to Chapter Seven

1. Richard Shoemaker. Interview with Don Mahan, April 1989.
2. *DVC Forum*. December 8, 1965.
3. *DVC Forum*. February 24, 1966.
4. *DVC Forum* editors from 1965 to 1989: Dick Shoemaker, Marion St. John, Clark Sturges, Bob Martincich, Rich Wilbanks, Dick Dudley, Ruth Sutter, Don Mahan, and Gary Budd.
5. *DVC Forum*, November 30, 1967.
6. Richard Shoemaker. Interview.
7. *DVC Forum*, March 26, 1976.
8. Memorandum to faculty from Karl Drexel, September 15, 1959.
9. *The Communicator*. Published by students in the Pittsburg Academic Achievement Program and funded by the DVC Associated Students. 1967-72. All issues collected in the DVC Archives.
10. Richard Shoemaker. Interview with Don Mahan, March 1989.
11. William Harlan. "Beware the Greasy Marshmallow." *DVC Forum*, May 22, 1969.
12. The observer was Don Mahan one of the authors of this history. A fuller version of this account was published in the *DVC Forum*, May 22, 1969.
13. *DVC Forum*, October 13, 1966.
14. *Ibid.*
15. DVC Instruction Committee Minutes, 1960-63.
16. *DVC Forum*, December 7, 1966.
17. *Ibid.*, January 18, 1967.
18. *Ibid.*, May 15, 1970.
19. *Ibid.*
20. *Ibid.*
21. *DVC Forum*, February 16, 1967.
22. Clare Luiselli. Interview with Don Mahan, June 14, 1989.
23. *Ibid.*
24. Stan Byrne. Interview with Don Mahan, June 8, 1989.
25. This account has been distilled from a more detailed version contributed by Computer Science instructor Jim Hammill.
26. Stan Byrne. Interview with Don Mahan, June 8, 1989.
27. *Ibid.*

28. *Ibid.*
29. Gerard Hurley. Interview with Don Mahan, June 6, 1989.
30. *Ibid.*
31. Clare Luiselli. Interview with Don Mahan, June 14, 1989.
32. The recounting was drawn from interviews with Stan Byrne and Clare Luiselli conducted by Don Mahan in June, 1989.
33. Luiselli, interview.

Beginning of an Era

Graduation at East Campus, 1952

Martinez, California

CONTRA COSTA JUNIOR COLLEGE
EAST CAMPUS

Alhambra Elementary School—first East Campus classes, 1950 (Now the Boys' and Girls' Club)

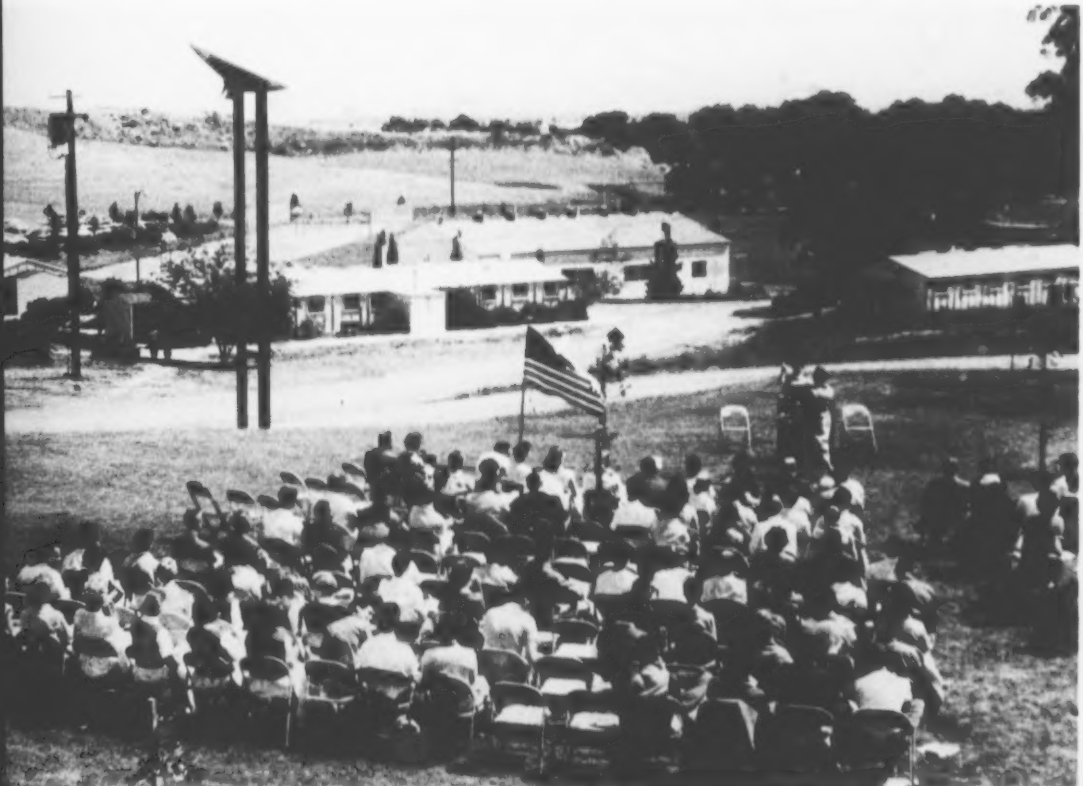
PALMIST
PALMISTRY

Location of first District Office, 1949 (Now the museum of the Martinez Historical Society)

The Pleasant Hill East Campus site and its preparation

Traditions established in the 1950s

Founders Oak



Town Hall

Faculty consultations

The physical campus in transition

Student parking: a perennial problem

Building for permanency

Landscaping

Music

Library

Registration: from lines to on-line

FILM
FRENCH
GEOL

Graduation lines

Norseman Award winners, 1959

Apparel Design class

Nomination of a duck for Homecoming Queen

FERTILIZER

Maintenance staff

A welding class

LINDE POWER SUPPLY

Diversity in study

Family Life Education, 1970

Older Adults program

Theater Arts

U.S. Constitution Bicentennial, 1987

Staff Appreciation Day, 1986

Distinguished Teaching Awards, 1989

Faculty at leisure, 1971

Some movers and doers over the years...

Vietnam Moratorium March in the rain, 1970

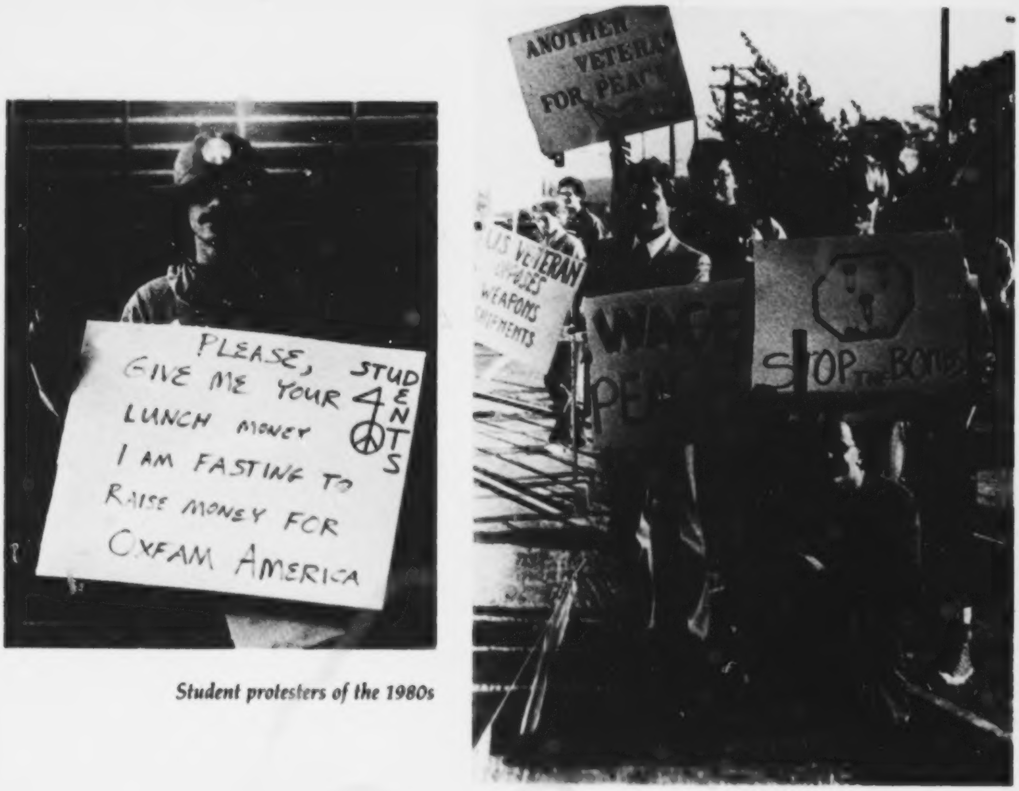
Streakers

France's Francois Mitterand on campus, 1967

Community Services Program

PRESIDENT
MikeDukakis

Presidential campaigning on campus: Michael Dukakis, 1988


PLEASE, GIVE ME YOUR LUNCH MONEY
I AM FASTING TO RAISE MONEY FOR OXFAM AMERICA
STUDENTS 4 ☮
ANOTHER VETERAN FOR PEACE
U.S. VETERAN OPPOSES WEAPONS SHIPMENTS
STOP THE BOMBS

Student protesters of the 1980s

New Wom
WORKING MOTHER
Ms.
WOMEN
WOMEN

Women's Center

Help
Community
Colleges
NOW!!
Community
Colleges
are
Community
Colleges

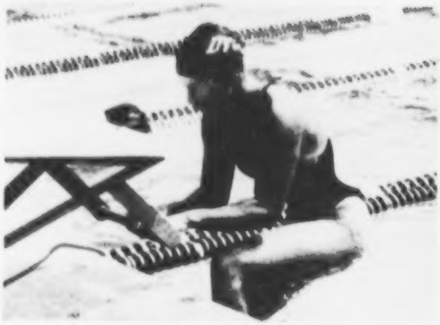
Bill Harlan addressing student lobbyists in Sacramento

London Program

REET, KENSINGTON

Center for Higher Education

CENTER FOR
HIGHER EDUCAT



Athletes

Part Three

The Recent Years

72 - 74

Chapter Eight
AN ERA OF FINANCIAL CONSTRAINTS

The passage of Proposition 13 in 1978 was a watershed event in the history of DVC. It profoundly affected virtually every aspect of the life of the institution in the decade that followed. The impact of the financial constraints imposed by the state constitutional amendment presented the college with one of its greatest challenges since its founding as the campus community struggled to mitigate inevitable disruptions while maintaining ongoing philosophies, programs, and commitments. Only after a number of years of painful austerity did DVC experience recovery and restoration; yet, as the college entered its 40th year of operation, it still endured many effects of this traumatic era.

The Proposition 13 Crisis

The emergence of Proposition 13 represented the first major manifestation of the California tax revolt. The origins of this movement lay in several key economic developments of the 1970s. Inflationary pressures had driven up the cost of living in California by 79 percent in the decade prior to the passage of Proposition 13 while, simultaneously, state and local taxes grew at rates far in excess of the general inflation rate. Property taxes—the primary source of funding for community colleges before 1978—increased at a staggering rate of 151 percent during this period. Amid this environment of inflation and tax hikes, the sponsors of Proposition 13, Howard Jarvis and Paul Gann, found a receptive electorate eager to sign petitions to qualify their tax-cutting measure for the June 1978 state ballot. When, in the spring of 1978, increases in property tax bills of 40 or 50 percent were common and the state reported a treasury surplus of at least $3.5 billion, the Jarvis-Gann amendment appeared headed for certain passage.[1]

As the election approached, significant issues related to the potential impact of Proposition 13 on community colleges generally and DVC specifically were raised within the DVC community. Bill Harlan, representing the United Faculty (the district faculty union), expressed particular concern over the immediate uncertainty of funding levels in the event of passage, and he prophetically identified the specter of increased state control of the CCCCD and other local community college districts in the wake of probable intervention by the State Legislature to shore up drastically reduced amounts of local revenue for community colleges. "The number one thing I'm concerned about," he asserted, "is control...the state increasingly moving into the area of determining what we should teach and, I'm afraid, increasingly how we should teach." Harlan also suggested that if Proposition 13 were to pass, tuition at DVC would be "a very distinct possibility" in the near future.[2]

Less visible but equally important concerns were expressed by Business Law instructor Charles Risby. Writing in a front-page article in the *DVC Forum*, Risby speculated on the possible devastating effects of the passage of the Jarvis-Gann amendment on the employment status of younger faculty and classified staff, many of whom were women and minorities hired under affirmative action programs. In a carefully researched and reasoned analysis he bemoaned the presence of seniority-related language to deal with reductions in force (i.e., last in, first out) contained in the existing collective bargaining contracts of most California community college districts—including the CCCCD's—and concluded that Proposition 13 represented a "Trojan Horse" for younger staff essentially unprotected from the brunt of expected layoffs. Further, he implored the United Faculty to seek language in the next year's contract which would modify the policy of layoffs based solely on seniority and to explore "appropriate ways of sharing work among all faculty in the event of financial difficulties."[3] It remained to be seen whether such an equitable approach could prevail in the face of inevitable anxieties and pressures which would be generated by major funding cuts.

Active opposition to Proposition 13 was evident at DVC in the several weeks before the June election. History instructor Don Glenn was appointed the coordinator for the "No on 13" Committee in Central Contra Costa County, and Bill Harlan spearheaded a local United Faculty effort to counter the massive television campaign waged by supporters of the Jarvis-Gann initiative. Some $5000 was raised among DVC faculty, staff, and students to contribute to the statewide opposition campaign, while the United Faculty sent two explanatory notices into the local community, warning of possible dire consequences for DVC and its students—a potential 40 percent budget cut, more state control, the likelihood of tuition—if the amendment were to pass.[4] In the end, these and other "No on 13" efforts proved to be futile. On June 6, 1978, Proposition 13 passed easily with 65 percent of the statewide vote, gaining majority support in 55 of California's 58 counties,[5] including Contra Costa.

According to the letter of Proposition 13, its drastic tax-cutting measures were to take effect literally the day after its passage. Understandably, an immediate sense of fear, confusion, and uncertainty descended upon the state's community colleges, and DVC was no exception. CCCCD Chancellor Harry R. Buttimer swiftly issued a statement acknowledging the tenuousness of the immediate situation, but he expressed hope that the California Legislature would move to share the state budget surplus with the colleges, and he attempted to reassure all staff that the CCCCD would "do everything in [its] power to minimize the impact of Proposition 13 on District programs and services."[6] While undoubtedly well-meaning, the Chancellor's remarks did little to allay the apprehensions of the DVC community as the college braced itself for the certain disruptions that lay ahead. Humanities instructors Stan Cornfield and Mark Eastman, co-writing in the last *DVC Forum* of the school year, warned that "we would be foolish if we did not recognize that radical changes will have to occur at DVC." Ominously they noted that "already we hear people desperately jockeying to protect their own individual 'empires' against encroachment by their colleagues...we hear discussions about who is expendable: 'Part-timers will have to go, of course.'...'the number-one priority should be keeping the jobs of tenured faculty.'..." In an eloquent plea to a "sense of community among [DVC's] classified staff, faculty, and administration," Cornfield and Eastman concluded their article by suggesting boldly that *all* college staff share the burden of cost-cutting by taking an equitable reduction in salary.[7]

While the challenge to the college's commitment to community was indeed formidable, DVC, in reality, had little control over its immediate future. Decision-making in this crisis environment was confined to Martinez and Sacramento, as the CCCCD Governing Board and Chancellor formulated district strategy while the State Legislature considered its options vis-a-vis the statewide community college system. In the days following the passage of Proposition 13, Chancellor Buttimer conducted several emergency meetings with the District Council and representatives of the Faculty Senate, United Faculty, and the classified staff unions to assess the status of the District and to consider ways to reduce the District budget. The initial operating assumption, based on information supplied by the State Community College Chancellor's office, was that community colleges would be funded by the state at a rate of 80 percent of their 1977-1978 budgets.[8] By the end of June the financial picture had been clarified somewhat by the California Legislature, and the CCCCD now anticipated funding equal to 85 percent of the previous year's revenues—a reduction of approximately $6 million.

On June 19 and June 28, 1978, the CCCCD Board of Trustees held two crucial meetings. The first Martinez gathering, described in the local press as "emotional and turbulent,"[9] attracted an overflow crowd of 250 people which required that it be moved to the nearby chambers of the County Board of Supervisors. Here district officials indicated the thrust of their initial response to the Proposition 13 crisis—to target for termination or work reduction vulnerable classified and teaching personnel unprotected by union or contractual agreements. Whereas regular faculty and administrators could not be discharged under state law because they had not been sent termination notices by March 15, no consideration was given to the notion of implementing an across-the-board salary reduction in order to protect the jobs and incomes of as many employees of *all* categories as possible. Only an hour-long eruption of protest by a procession of angry parents persuaded the Governing Board not to approve a proposal to fire 13 district child and infant care supervisors, several from DVC, which would have effectively eliminated the program in which they served.[10] The Trustees did move to terminate officially eight other classified employees and not to fill 32 classified positions vacant at the time.[11]

In their most dramatic action at the June 19 meeting, the Governing Board decided to eliminate the 1978 summer school program throughout the District. Chancellor Buttimer had estimated that such a move would save the CCCCD one million dollars, most coming from the salaries of over 100 non-contractual teachers—many drawn from the ranks of the District's corps of part-time hourly instructors—who would have taught the scheduled classes. The impact of this action on the DVC community was considerable, since nearly 4000 students had attended summer school at the Pleasant Hill campus the previous year.[12]

Nine days later the Trustees reconvened, and now the post-Proposition 13 axe fell squarely on the necks of District classified employees. Rounding out the budget-reducing personnel decisions made at their previous meeting, the Governing Board decreed that 35 classified workers would be released summarily (they were given 24-hours' notice so that their terminations could be effected by the end of the fiscal year, two days after the Board decision);[13] and the Trustees further ordered that 140 remaining classified workers would have their jobs reduced to 10- or 11-month positions. In the latter case, the employees were required to sign a statement of "voluntary reduction in work year," in effect being coerced into reducing their annual incomes by up to 17% in order to preserve their employment with the District.[14] Amid the real financial uncertainties immediately following the passage of Proposition 13, these severe actions were seen by district management as necessary for "maintain[ing] a comprehensive educational program...[and for] preserving the integrity of our educational system."[15] In the view of many DVC employees, these moves constituted "panic"[16] and "overreaction"[17] on the part of the Governing Board.

The Aftermath of Proposition 13

In the wake of Proposition 13, it became apparent that the CCCCD and DVC would be required to function in a significantly altered economic and political milieu. Local property taxes in California had been reduced by 60 percent, precipitating a decline in local funding for community colleges from 50 to 25 percent. In order to fill this void, the State Legislature—utilizing a budget surplus that had swelled to over $5 billion—stepped forward to effect a "bailout" of community college districts along with numerous other financially strapped (and potentially competing) local government entities such as cities, counties, and K-12 school districts. The State of California now effectively assumed the burden of supplying some 65 percent of all funding for the state's community colleges,[18] a figure that would remain constant for the next decade.

Although this action softened considerably the financial impact of Proposition 13 on community colleges, it fell far short of providing a panacea for the new economic ills of these institutions. Over the next several years state funding failed to meet their expectations or perceived needs. Even though community colleges now represented one of the largest items in the state budget, leaders in Sacramento often reduced year-to-year appropriations and consistently failed to finance adequately enrollment growth when it occurred.[19] Five years after the passage of Proposition 13, CCCCD Chancellor Buttimer reported that state funding for DVC and the other colleges in the District had fallen behind the inflation rate by more than 30 percent since 1978.[20] These new financial realities also fundamentally changed the political relationship between Sacramento and the local community college districts. State economic control inevitably brought state political control, and DVC now joined California's other community colleges in confronting a brave new world of centralized decision-making whose impact would be felt through the 1980s and presumably well beyond.

This new operating environment had a major local impact. A mode of retrenchment set in at DVC and within the District as a number of adjustments were made to accommodate the emerging era of financial constraints. Even as early as the summer and fall of 1978, Proposition 13 cutbacks were extensive and deep. Among these were the cancellation of the DVC Arts and Lectures Series, which had attracted 250,000 local residents the previous year to a rich variety of campus films, lectures, exhibits, and performances; the closing of the Community Services Office, the Information Center, and the Science Center Museum; and a drastic reduction of the Film at DVC Program, the most comprehensive free feature film series in the nation which had attracted some 100,000 viewers a year. In addition, the library (open to students and the public alike) was shut down on weekends, and child care—while not eliminated—was significantly reduced. The loss of these valuable campus services—characterized in one county newspaper as "frills"[21]—dealt a major blow to the community function and image of DVC. Over the next several years only some of them were restored gradually while others were lost permanently.

Early austerity moves also affected DVC instructional programs and the instructional staff. Aside from the earlier elimination of the 1978 summer school program, Friday night and Saturday classes scheduled for the fall semester were cancelled. Many vocational programs were either severely curtailed or eliminated altogether because of their limited enrollments.[22] Released time was revoked for faculty and some faculty-elected department heads, sabbatical leaves were cancelled, class sizes were raised, teaching loads were increased, and some regular instructors were forced to assume night assignments as part of their contract teaching load. In the face of these actions, part-time teachers became expendable, and, by September, termination notices had been sent to more than 100 of these instructors.[23] For a time it even appeared that some full-time faculty might face Proposition 13 layoffs. At its October 1978 meeting the CCCCD Board of Trustees openly discussed sending out dismissal notices by

March 15, and, as rumors abounded, "informed" sources reported that perhaps 60 regular instructors might be fired.[24] But several factors combined to preserve the jobs of all full-time faculty in the immediate crisis and throughout the difficult years that followed—a deliverance denied many teaching colleagues at a number of community colleges in the Bay Area and statewide. These included a relatively strong district financial base before 1978, a firm philosophical commitment by CCCCD Chancellor Buttimer to maintain the employment of all full-time instructors,[25] a major effort by the United Faculty to work toward this end,[26] district budget policies regarded by many as sound fiscal management,[27] and the numerous economies realized through the severe program and personnel cutbacks noted earlier.

Beyond the early traumatic impact of Proposition 13, DVC in the years following was chronically beset by many negative effects of prolonged austerity. For example, the shrinking of course offerings and staff produced a significant decrease in student enrollments. In the first academic year after Proposition 13 (1978-1979), the total number of students attending DVC dropped some 20 percent from 20,000 to 16,000, a rate that exceeded the statewide average of 10 percent.[28] For nearly a decade thereafter enrollments fluctuated between approximately 17,000 and 19,000,[29] but it was not until the 1987-1988 academic year, when enrollment swelled to almost 21,000 students, that pre-Proposition 13 levels were reached.[30] Increasingly, full-time faculty members lost through attrition were not replaced as their former teaching loads were parceled out to growing numbers of part-time teachers. Some student fees were raised, and energy conservation measures such as a four-day summer work schedule for instructional and classified staff were implemented. In addition, equipment replacement was postponed, building maintenance was deferred, and campus grounds were neglected—practices that stretched far into the 1980s.

Starting in the spring of 1982, DVC was adversely affected by a second Proposition 13 "crisis" which rocked the California community college system. In some ways, the financial pinch was now even greater than in 1978. The full impact of the Jarvis-Gann initiative had been delayed for over three years because the bloated surplus had provided state "bail-out" funds to cushion its effects. However, the state consistently had spent annually about $1 billion more than it had collected in tax revenues. With the situation exacerbated by a national and state economic downturn in the early 1980s, the surplus was exhausted by the end of 1981 and the state now faced a projected $1.5 billion *deficit*[31]. Governor Jerry Brown warned of "new fiscal austerity"[32] for dependent local public units like community colleges, and he and his successor George Deukmejian presided over a new round of cutbacks for these institutions.

The budget squeeze began in the spring 1982 semester when the State Legislature denied already strapped community colleges an anticipated inflation adjustment as well as funding for enrollment increases. This blow prompted a gloomy District Chancellor to inform the DVC Faculty Senate that "We can't pull rabbits out of hats anymore; we [the Contra Costa Community College District] are in a severe financial state."[33] The immediate burden of this situation fell upon students at DVC and the other district campuses as Chancellor Buttimer convinced the Governing Board to impose a first-time $32-a-year student parking fee which took effect in the fall of 1982. Despite the fact that it generated over $300,000 per semester for district coffers, enough to cover parking lot maintenance and finance the paving of an additional 6-acre parking area across from the DVC campus on Golf Club Road,[34] the fee was raised 20 percent a year later.[35] Students paid in other ways as well. In the spring of 1983, substantial cuts were made in intercollegiate athletics as the women's gymnastics program was eliminated, and the golf, swimming, and tennis programs were curtailed and consolidated within the District.[36] Moreover, student health services were severely cut back, including elimination of the position of DVC campus nurse.[37]

Additional action in Sacramento shook DVC during the 1982-1983 academic year as the college increasingly felt the brunt of state control. In a further austerity move, the State Legislature cut statewide community college funding by $30 million. This action prompted the California Community College Governing Board to issue a "hit list" of courses to be "defunded" under the reduced community college budget. Described as "avocational, recreational, and personal development" classes more appropriately offered under fee-based community service programs, these courses were concentrated in such areas as art, humanities, real estate, health science, and psychology.[38] At DVC nearly 40 classes—some with enrollments of up to 40 students—were eliminated in subjects ranging from holistic health to assertiveness training.[39]

By May of 1983 the financial situation had deteriorated, as budget projections from the state capitol for the next year pointed to a likely $1 million deficit for the CCCCD. Attention was now focused on the possible elimination of the 1983 summer session as a way of saving $500,000 in an effort to mitigate the impending shortfall. Following the overwhelming rejection by the United Faculty of a proposal by Chancellor Buttimer to slash summer faculty salaries by 15 percent, district management decided to cancel the program.[40] A student petition drive that had garnered 1,000 signatures to protest the action had been to no avail,[41] and for the second time in five years the cancellation of summer school had disrupted the educational plans of thousands of DVC students. And as DVC's classrooms remained dark in the summer of 1983, storm clouds were gathering in Sacramento as state politicians were setting the stage for the next crisis to beset California's community colleges—the bitter fight over tuition.

The Tuition Battle

In the aftermath of Proposition 13, the advent of community college tuition in California was no surprise. As local public agencies and the UC and CSU systems had scrambled for state money, community colleges had received the smallest share of the funds. This unwillingness to provide sufficient financial support was primarily due to a perception—however erroneous—among decision-makers in Sacramento that these institutions were "fat," catered to "less serious" students, and were "getting a ride" at the expense of other institutions. The public perception was perhaps more favorable, as 77 percent surveyed in 1983 offered a positive rating of community college instruction; yet, 83 percent of those polled by the *Los Angeles Times* the same year favored the idea of some form of tuition at the state's community colleges.[42] Moreover, many Californians wondered why theirs was the only state in the nation which did not require community college students to pay for at least part of their education.

The political climate was thus favorable when, in the summer of 1983, Governor George Deukmejian acted decisively upon his previously-announced plan to impose tuition on community colleges. Presented with the Legislature's proposed state budget for 1983-1984, he slashed $232 million from community college funding, a potentially devastating 10 percent decrease below the previous year's level. While this reduction wiped out proposed cost-of-living and growth increases of $126 million, it also included a $106 million cut which the Governor maintained could be recovered through the imposition of an annual tuition charge of $100 for full-time students and $60 for part-time students. Deukmejian's action provoked a strong reaction from State Assembly Speaker Willie Brown, who undertook a "noble crusade to oppose tuition at all costs."[43] Whether motivated, as he claimed, by a philosophical commitment to protect access to higher education for *all* Californians, especially minorities and the poor, or, as others suggested, by a desire to gain political leverage against the Governor, Brown became intransigent in his opposition. As an equally tenacious Deukmejian refused to back down from his plan to impose tuition, the lines were drawn for a protracted political battle which threatened financial chaos for California's community colleges caught in the middle of the conflict.

While the struggle unfolded in Sacramento in the fall of 1983, its impact on DVC and the District was profound. By law, the CCCCD Board of Trustees was required to finalize the 1983-1984 district budget by September 7. In the absence of a compromise agreement over tuition between the State Legislature and the Governor by that date, they would be forced to adopt a "worst case" budget reflecting the crippling 10 percent cutback resulting from the Governor's veto. The DVC community was informed of this distressing reality by DVC President William P. Niland on September 6 at an opening day faculty meeting. In an article titled "Welcome to Hard Times," the *DVC Enquirer* noted the "somber" mood at the gathering as Niland complained: "There is an erosion of support and increasing criticism [of community colleges by the state government]...there is a devaluation of the education enterprise and we have very little control over the situation." Niland further conceded that "tuition [was] inevitable" and he expressed hope that a compromise would be reached soon in Sacramento.[44] However, an agreement was not forthcoming. Governor Deukmejian and Speaker Brown hardened their positions, the State Assembly adjourned on September 15 with the matter unresolved, and California's community colleges were left in a state of financial limbo. Characterized as "the chip in this poker game" by United Faculty President Les Birdsall,[45] DVC and the other CCCCD colleges joined their counterparts statewide in facing still another round of disastrous cutbacks.

For the CCCCD, the stakes in this political poker game were indeed high. The Governing Board was forced to slash nearly $3 million from the year's $40 million operating budget. Since it was already too late to implement cutbacks in the fall semester, severe reductions for the spring and summer loomed on the horizon. Specifically, some 750 classes would have to be cut; the 1984 summer school would be eliminated; overdue maintenance and equipment replacement would be deferred; and some classified employees and instructors, especially part-time instructors who taught in the extended day programs, would be subject to termination.[46] As the largest institution in the District, DVC would bear the largest burden of these cutbacks.

Reaction to this latest crisis was widespread among DVC staff, students, and faculty. Wayne Gallup, head of the campus graphics department and shop steward for the classified employees union, observed that staff morale had fallen to its lowest point in years and that many classified workers, gripped by feelings of anxiety and insecurity, were considering seeking employment elsewhere.[47] Student government leaders consistently voiced opposition to tuition in principle, but Scott Stephens, president of the Associated Students, admitted that fees would probably be necessary to rescue community colleges from the crisis at hand.[48] The Associated Students also conducted a poll of 632 DVC students which indicated that 56 percent of them favored the Governor's proposed tuition plan.[49] The *DVC Enquirer* ran several editorials in which student writers urged a political compromise to resolve the tuition crisis, and they chastised the Governor and the State Legislature for "political wrangling" that threatened "to wreck the [community college] system."[60] This sentiment was echoed by DVC faculty, most incisively by Bill Harlan who observed, in a December 1983 *DVC Forum* article, that given the political and financial realities in Sacramento, *"We will have tuition."* Harlan concluded his piece by asserting:

> Each winter the leak in [room] FO-224 gets worse. Each summer the air conditioning in the Humanities building breaks down sooner. Our whole [community college] system is deteriorating in just the same way. We can stand by and watch or we can muster for one more fight. We must have a compromise now!...Be prepared to act![51]

In fact, even before he wrote these words, Harlan himself had been very active in the local and statewide effort to secure a political compromise to end the tuition battle. As a leader of the Bay Faculty Association, a consortium of Bay Area community college faculty associations, the DVC English instructor had participated in face-to-face meetings with the Governor's education advisor as well as Speaker Brown; here an attempt had been made to impress upon these adversaries the severe consequences of the funding stalemate and the pressing need for compromise.[52] Moreover, as a member of the executive board (and soon to be president) of the Faculty Association of California Community Colleges, a statewide lobbying organization, Harlan was directly involved in this group's development of a compromise proposal which formed the basis for the ultimate resolution of the struggle.[53] The salient terms of this agreement were laid out by Harlan in his December *Forum* article and were contained in the long-awaited compromise legislation passed by the State Legislature and signed by Governor Deukmejian in late January.

Characterized by Harlan as "a damn good compromise,"[54] the final agreement authorized the implementation in the fall of 1984 of Deukmejian's plan for a $100-a-year tuition fee for full-time students and allowed for a fee of $5 per unit for part-time students. Key concessions to Brown's position included a cap on fees and a "sunset" provision limiting the period tuition would be in effect and requiring new legislation for it to continue after January 1, 1988. Other significant provisions were an additional $96.5 million restoration of funds cut by the Governor, a guarantee that community college districts would not sustain further funding reductions for enrollment losses that might have resulted from the Governor's budget cuts, and the availability of $15 million in financial aid for students unable to pay the new tuition charges.[55] For the CCCCD, the compromise solution meant that $2.5 million in lost revenues for the 1983-1984 academic year would be restored and that virtually all of the "worst case" budget cuts adopted by the District Trustees in September could be cancelled. For DVC, it meant that the college had endured what was perhaps the lowest point in the crisis years that followed the passage of Proposition 13.

The irony of the tuition crisis was that the imposition of fees on community college students proved to have an impact on the system which was much more symbolic than financial. While the Governor and other supporters of tuition could claim that fees made students more serious by forcing them to pay for a part of their education, the actual monies generated by these charges represented but a small part of overall community college operating budgets. Moreover, during the first year that the new fees were in effect (1984-1985), the state economy was revitalized and the state budget deficit soon turned into a new budget surplus.[56]

In this time of newly-flush state coffers, some members of the Legislature even made an attempt to repeal community college tuition, arguing that it was no longer an economic necessity and that it had discouraged poor and minority students from enrolling in the state's two-year institutions.[57] However, this move was easily turned back, as most legislators, the Governor, and the public favored retention of fees in spite of improved economic conditions. Furthermore, although enrollments among the state's poor and minorities *did* decline in some urban districts, overall enrollments in California's community colleges were stable in 1984-1985 and steadily rose for the rest of the 1980s.[58] At DVC, the enrollment figures in the wake of the imposition of tuition were even more favorable; enrollment grew by approximately 300 students the first year fees were in effect and increased nearly 2,000 the following year, with gains present among both white and non-white students.[59] And, when the Legislature decided to renew tuition after the original "sunset" time limit expired in January 1988, DVC's enrollment had reached an all-time high.

Part-Time Instructors at DVC

One of the major effects of the financial constraints that followed the passage of Proposition 13 was an expansion of the use of part-time faculty at DVC. Although certainly not unique in this practice among California community colleges, DVC increasingly relied upon these instructors as a means of providing adequate course offerings in a period of chronic financial shortages. The financial incentive for their use was clearly present, particularly since they allowed the college the luxury of avoiding the replacement of retiring regular faculty members with more expensive new full-time instructors. Part-time teachers were paid less and deprived of fringe benefits under CCCCD policies, while they were denied tenure rights under the state education code as long as their teaching assignments did not exceed 60 percent of a regular teaching load. Administrators maintained that their employment afforded flexibility in scheduling and permitted the college to draw upon the expertise of people in the community to enrich the overall academic program. They also viewed the presence of large numbers of part-time instructors on the staff as a valuable "buffer" to protect the employment of the regular faculty, but they claimed that "DVC was better than most [community colleges]" in using part-time instructors only when necessary, and that "there was no conscious exploitation of part-timers" at the college.[60]

Even before the passage of Proposition 13, growth in part-time hiring during the 1970s was evident at DVC. With the level of full-time faculty dropping slightly as the decade progressed,[61] the number of part-time instructors increased considerably. In 1972, the college employed 114 such teachers; by 1975 the number had more than doubled to 251; and on the eve of Proposition 13 in the spring of 1978, the total had risen to just over 300.[62] Showing a parallel with CCCCD and statewide trends, DVC witnessed the emergence of part-time instructors as the majority of its total teaching staff.[63]

These patterns prompted a growing sensitivity to the part-time hiring practices of the college and the District. Significant questions were raised within the DVC community regarding the academic advisability and the fundamental fairness of such a staffing policy. In the fall of 1976, Faculty Senate President Bill Harlan drafted an extensive position paper in which he stated his belief that "the unrestricted use of part-time instructors constitutes a major problem for this District."[64] In this document he suggested that the mutual interests of part-time instructors and the district colleges which employ them might be served by such reforms as part-time tenure, due process rights and seniority, pro rata pay, participation in college governance and collective bargaining, and more thorough evaluation of part-time teaching by administrators and regular faculty. These changes would not only provide some measure of justice by improving the economic and professional status of part-time faculty, but they also would benefit the colleges by bolstering the loyalty and diminishing the isolation of part-time teachers while insuring that they provided quality instruction. In addition, Harlan urged the District Governing Board to limit the future use of part-time teachers by assigning more than one class to each instructor and to strive for the long-range consolidation of proliferating part-time positions into full-time employment.[65]

The previous semester DVC Social Science instructor Bill Smith had urged many of the same local reforms. Reporting in the *DVC Forum* on his "depressing" experience attending a recent Los Angeles conference on the increasing use of part-time instructors in California community colleges, he was convinced that the chances of a statewide solution to the problem were remote; the key to a local solution, he argued, was the willingness of the District's full-time faculty to work toward such an end.[66] Smith asserted that CCCCD full-time instructors had to realize that it was in their own self-interest to improve the employment status of their part-time colleagues. He maintained that not requiring part-time instructors to hold office hours and participate in curriculum development and faculty governance as a justification for denying them pro rata pay and fringe benefits had the effect of cheapening the value of these important professional tasks regularly performed by full-time instructors.[67]

As full-time instructors like Bill Harlan and Bill Smith attempted to raise awareness and generate debate on the "part-time problem," some of their part-time colleagues took action on their own behalf. In 1975, several part-time teachers at DVC became actively involved in the activities of the California Association of Part-Time Instructors (CAPI), a recently formed organization which vigorously but unsuccessfully lobbied for state legislation and court action to establish pro rata pay and tenure for all California part-time instructors. Two years later, part-time Humanities instructors Ed Parks and Elaine Dunlap successfully sued the CCCCD for tenure rights, arguing that their teaching assignments at DVC had exceeded the 60 percent load level separating part-time instructors from full-time instructors in the state education code. Moreover, in a related situation, the District acceded to the demand for tenure rights of part-time DVC Psychology instructor Elane Rehr rather than contest her claim in court. Following these two cases, DVC and district administrators carefully monitored part-time teaching assignments to insure that similar challenges would not arise in the future.

Whatever progress achieved at DVC during the 1970s toward stemming the indiscriminate use of part-time instructors and upgrading their employment status was abruptly cut short by the passage of Proposition 13. As noted earlier, in the uncertain weeks following voter approval of the amendment, many part-time teachers were deemed expendable and terminated from summer school and fall semester teaching assignments. Full-time instructors closed ranks and their attitudes toward part-time instructors hardened, as a "better them than me" mentality pervaded the thinking of financially threatened regular faculty members.[68] Isolated suggestions by some full-time teachers that their colleagues consider a reduction in regular load and dropping their extra night classes as a way of saving the jobs of part-time faculty were strongly rebuffed; comments such as "I have kids in college to support," "It will set a bad precedent," and "Part-timers all have other jobs" were frequently heard.[69]

As the threat of possible full-time layoffs continued to loom over the college in the fall of 1978, most regular instructors agreed with CCCCD Chancellor Buttimer's top priority of preserving the jobs of full-time faculty, even at the expense of part-time colleagues. Some of the earlier proponents of reform and closer ties between full-time and part-time instructors now changed their public positions as they confronted the crisis. Bill Harlan, for example, had by this time traded the presidency of the Faculty Senate for a seat on the executive board of the United Faculty and was a major supporter of the union's commitment "to protecting all full-time jobs."[70] The United Faculty had represented a major potential source of advocacy for part-time instructors, but at least for the time being their interests would have to be sacrificed.

In the immediate aftermath of Proposition 13, terminated part-time instructors had provided a buffer that helped DVC avoid full-time layoffs. Yet, after a temporary 20 percent reduction in the part-time teaching staff in the crisis year of 1978-1979, the college resumed its pre-Proposition 13 practice of unrestricted hiring of these instructors. Now, in the face of prolonged economic uncertainties, the financial incentive to use them was greater than ever, and post-1979 hiring patterns reflected this fact. Only a year after the passage of Proposition 13, DVC's part-time teaching staff had once again grown to 300; by 1983 the number had climbed to 330, and in 1987 it stood at 390.[71] These overall increases were especially dramatic when viewed against simultaneous major reductions in DVC vocational programs which were traditionally staffed with mostly part-time faculty.

Progressively, part-time instructors of the 1980s were being channeled into teaching day classes rather than instructing mainly in the evening, which had been the case before 1978. By 1987, nearly 40 percent of the college's part-time faculty taught during the day, compared with 19 percent in 1975.[72] And, as student enrollments had reached an all-time high in the late 1980s, the number of full-time instructors was at approximately the same level as the mid-1970s.[73] Apparently, DVC had come to rely upon a significantly larger corps of part-time faculty to accommodate its burgeoning student population.

Although their presence on campus became more widespread during the 1980s, DVC's part-time instructors remained, in many ways, invisible. They continued to be second-class citizens of the college community, denied job security and paid only for actual hours spent in the classroom. Many part-time faculty members voluntarily held office hours and participated in curriculum development without compensation, but most could not afford to spend the time for such professional activities at DVC. As "freeway instructors" they were forced to divide their time teaching part-time at other community colleges as well in order to eke out an adequate income. Some of these teachers finally gave up and left DVC or teaching altogether, but most quietly submitted to this difficult professional life—some for 10 years or longer—[74]because of their love of the classroom and their hope of eventually using their part-time experience as a stepping stone for the attainment of full-time status. Their plight was perhaps captured best in a poem, "Part Timer," written by DVC part-time English instructor Madeline Puccioni:

Shattered mirror, fleeting face
Looking, leaps from place to place
Where's the exit? Where's the sign?
Where's the room I've been assigned?
Mirror, mirror, freeway-cracked
Which way forward, which way back?

Every crack a razor's edge
Dissecting time and human flesh
Every edge a leap of eye
and every leap, a lie:
    Here a nostril
        Here a cheek
    Here a miniature
of me

Asphalt-black
Between the cracks
The backing shows through
More and more
As diamonds scatter to the floor.

Spangled mirror, harlequin
Pirouettes from place to place
Skating edges, leaping cracks
Every leap, an act of grace.[75]

Such eloquence and sensitivity to the dilemma of exploited DVC part-time instructors was rarely matched by full-time colleagues during the era of financial constraints. Conspicuously missing from the campus dialogue were the human and professional concerns frequently expressed before the passage of Proposition 13. On occasion, a Bob Flanagan (United Faculty President) would be quoted as saying: "[Part-time teachers] have no tenure, no office or office hours, less pay, less job security...their chances of changing to full-time employment will be slim. It's a real problem."[76] An outspoken Joe King might remind his fellow full-time teachers of the "rip-off" of DVC part-time instructors, subjected to "injustices practically unknown elsewhere in the civilized world," and demand that "something damn sure should be done about it."[77] And former part-timers who finally acquired full-time positions such as Gary Budd and Bruce Reeves would write in the *DVC Forum* about the necessity of affording health benefits to vulnerable part-time teachers[78] and the obvious institutional benefits of having more full-timers and less part-timers in order to attain a more cohesive faculty and closer control of teaching quality.[79]

Some improvements were achieved, primarily through the efforts of the United Faculty in the collective bargaining process; these included pro rata health benefits for part-time instructors and the opportunity for them to use in-district teaching experience for salary advancement. Throughout the 1980s part-time teachers in the CCCCD were paid hourly salaries that were among the highest in the Bay Area and the state. However, the employment status of DVC part-time faculty remained fundamentally unchanged, the reforms advocated more than a decade before as far from realization as ever. And, as previously indicated, the college continued to hire part-time instructors in record numbers.

As the decade came to a close, there was growing pressure from Sacramento to cut back on the employment of these instructors. Assembly Bill 1725, enacted in 1988, established a systemwide standard that at least 75 percent of all instruction in California community colleges should be provided by full-time faculty.[80] This law also provided financial incentives for these institutions to convert part-time teaching positions to full-time. But despite this external pressure, it appeared that DVC's "part-time problem," if somewhat alleviated, would continue well past the college's 40th anniversary.

Financial Recovery

As DVC closed out the 1980s, it operated in a much improved financial climate. This had been brought about by a number of positive economic developments. For one thing, sustained vitality of the rejuvenated California economy provided a reliable financial base that was sorely lacking in the early years of the decade. This solid foundation was reinforced by a state lottery system initiated in 1985 which provided monies for education that consistently exceeded anticipated levels. Of major importance was Governor George Deukmejian's willingness during his second administration to finally make community colleges a high budget priority. For three consecutive years in the late 1980s the Governor's budget provided full funding for cost-of-living adjustments and growth allowed under state statutes,[81] a stark contrast with the crippling community college budget reductions which characterized his first administration. In addition, the passage of two state ballot measures in 1988 yielded a further infusion of funds for the state's community colleges: Proposition 78 provided for the largest capital outlay grants since 1978; Proposition 98 stipulated that community colleges would share with K-12 districts a guaranteed 40 percent of the annual state general fund. While the details of the implementation of the latter measure were still unclear in 1989, it appeared that adequate and stable funding for California's community colleges was assured well into the 1990s.

This favorable economic environment allowed for the undoing of much of the damage to DVC caused by prolonged financial constraints. Significantly, after years of a virtual freeze on full-time faculty hiring, the college could once again employ some new permanent instructors, recruiting 21 in 1988 and 19 in 1989. Moreover, long-deferred physical renovation of the campus and equipment replacement were now undertaken, especially during the 1988-1989 academic year. Yet, as the painful memories of the crisis years following the passage of Proposition 13 began to fade, DVC and the state's other community colleges faced new challenges in the form of increasing pressures from Sacramento for efficiency and accountability—one of the chief legacies of the previous decade.

1. Walton Bean and James J. Rawls. *California: An Interpretive History* (New York: McGraw-Hill Book Company, 1988), pp. 446-447.
2. *The DVC Enquirer*, April 21, 1978.
3. *DVC Forum*, April 17, 1978.
4. *The DVC Enquirer*, April 21, 1978.
5. Bean and Rawls, p. 447.
6. Report from Harry R. Buttimer, Chancellor, to the Contra Costa Community College District Staff on the Passage of Proposition 13, June 7, 1978.
7. *DVC Forum*, June 9, 1978.
8. Memo from President W. P. Niland to the DVC Community on the Impact of Proposition 13, June 9, 1978.
9. *The Contra Costa Times*, June 21, 1978.
10. *Ibid.* Bill Harlan. Interview with Greg Tilles, September 28, 1988.
11. *The Contra Costa Times*, June 21, 1978.
12. *Ibid.*
13. Wayne Gallup. Interview with Greg Tilles, May 30, 1989. News Release from the United Classified Employees of the Contra Costa Community College District, June 28, 1978.
14. News Release from the United Classified Employees of the Contra Costa Community College District, June 28, 1978.
15. Chancellor Harry R. Buttimer quoted in *The Martinez News-Gazette*, August 24, 1978.
16. Wayne Gallup. Interview with Greg Tilles, May 30, 1989.
17. News Release from the United Classified Employees of the Contra Costa Community College District, June 28, 1978. Bill Harlan. Interview with Greg Tilles, September 28, 1988.
18. Community College Fact Sheet, The California Community and Junior College Association, March 6, 1979.
19. Terry Schwadron, editor, *California and the American Tax Revolt: Proposition 13 Five Years Later* (Berkeley: University of California Press, 1984), pp. 124-125.
20. Memo from Harry Buttimer to Employees on the Summer Session-1983, May 16, 1983.
21. *The Tri-Valley News*, September 10, 1978.
22. John Kelly. Interview with Don Mahan, Ruth Sutter, and Greg Tilles, May 3, 1989.

23. Bill Harlan. "How We Got Here (The Preparation)," *DVC Forum*, May 15, 1981.
24. *Ibid.*
25. John Kelly. Interview with Don Mahan, Ruth Sutter, and Greg Tilles, May 3, 1989.
26. Bill Harlan. "How We Got Here (The Preparation)," *DVC Forum*, May 15, 1981.
27. John Shumway. Interview with Greg Tilles, March 20, 1989.
28. Community College Fact Sheet, The California Community and Junior College Association, March 6, 1979.
29. Enrollment Trends, 1980-1986, Prepared by Les Birdsall, Director of Research.
30. *The DVC Enquirer*, May 13, 1988.
31. Bean and Rawls, p. 449, p. 452.
32. Quoted in Bean and Rawls, p. 449.
33. Harry Buttimer quoted in *The DVC Enquirer*, May 28, 1982.
34. *The DVC Enquirer*, January 17, 1983.
35. *Ibid.*, March 25, 1983.
36. *Ibid.*
37. *Ibid.*, May 13, 1983.
38. The Hit List for Defunding Avocational, Recreational, and Personal Development Courses, The Diablo Valley College Office of the President, September, 1982.
39. *The DVC Enquirer*, December 3, 1982.
40. *The Contra Costa Times*, May 17, 1983.
41. *The DVC Enquirer*, May 20, 1983.
42. Bill Harlan. "Tuition: The Way It Is," *DVC Forum*, December 16, 1983.
43. *Ibid.*
44. *The DVC Enquirer*, September 16, 1983.
45. Quoted in *Ibid.*, September 23, 1983.
46. *Ibid.*, September 16, 1983, September 23, 1983.
47. *Ibid.*, September 16, 1983.
48. *Ibid.*, September 23, 1983.
49. *Ibid.*, October 28, 1983.
50. *Ibid.*, October 7, 1983, September 30, 1983, October 21, 1983.
51. *DVC Forum*, December 16, 1983.

52. Bill Harlan. Interview with Greg Tilles, May 18, 1988. *DVC Forum,* December 16, 1983.
53. Bill Harlan. Interview, May 18, 1988.
54. *Ibid.*
55. *The DVC Enquirer,* February 10, 1984.
56. Bean and Rawls, pp. 452-453.
57. *The Contra Costa Times,* April 15, 1986.
58. *Enrollment Trends, 1980-1986,* Prepared by Les Birdsall, Director of Research.
59. *Ibid.*
60. John Kelly. Interview with Don Mahan, Ruth Sutter, and Greg Tilles, May 3, 1989.
61. In 1972, there were 284 full-time instructors; in 1975 the number was 268, and in 1978 it was 256. These statistics were supplied by Arlene Grieve of the DVC Office of Instruction.
62. *Ibid.*
63. In 1976, 58 percent of the CCCCD's total faculty was part-time instructors. A statewide survey conducted by the California Community and Junior College Association in the same year indicated that California had approximately 14,000 full-time community college instructors and 20,000 part-time instructors. See Draft Position Statement on Part-time Employment, Faculty Senates Coordinating Council of the Contra Costa Community College District, December 1, 1976.
64. *Ibid.*
65. *Ibid.*
66. *DVC Forum,* February 27, 1976.
67. *Ibid.*
68. Tony Calabrese. Interview with Greg Tilles, June 6, 1989.
69. *Ibid.*
70. Bill Harlan. "How We Got Here (The Preparation)," *DVC Forum,* May 15, 1981.
71. Grieve, Statistics.
72. *Ibid.*
73. In 1974, there were 276 full-time instructors and in 1975 there were 268; in 1987 the number was 255 and in 1988 it was 272. *Ibid.*
74. Ruth Dixon, a part-time business instructor, reported in a 1987 *DVC Forum* article that she had worked as a part-time instructor for 15 years.

75. *DVC Forum,* April 7, 1989. Reprinted in the *FACCC Bulletin,* May, 1989.
76. *The DVC Enquirer,* December 9, 1983.
77. *DVC Forum,* February 7, 1989.
78. *Ibid.,* September 25, 1987.
79. *Ibid.,* October 23, 1987.
80. In 1988, the State Chancellor's Office reported that 36.76 percent of instruction in the CCCCD was provided by part-time faculty and 63.24 percent was provided by full-time instructors. Memo from Dick Livingston, District Personnel Director, to Rich Wilbanks, United Faculty President on CCCCD full-time/part-time ratio, March 27, 1989.
81. Patrick McCallum. "Reaping the Harvest," *FACCCTS...,* February, 1989.

Chapter Nine

ADJUSTING TO NEW PRESSURES

As indicated in the previous chapter, California's community colleges became one of the largest items in the state budget after 1978. Now that they controlled community college financing, decision-makers in the state capitol took a hard look at these schools, seriously questioned their "productivity" and "cost effectiveness," and sought to make them more accountable for their operations through various reform measures. Adapting to these new external pressures was particularly trying for a college like DVC, with its deep-seated institutional values and tradition of resistance to outside control. And, as DVC faced the adjustment process, the retirement of William P. Niland required that the college search for a new president to provide leadership in dealing with difficult changes in its institutional life.

A New College President

President Niland, completing a tenure spanning nearly two decades, announced at the beginning of the 1983-1984 academic year his intention to step down from the leadership post in June of 1984.[1] By February of that year, a college screening committee comprised of three faculty members, three administrators, one representative of the classified staff, and one student had narrowed the search for Niland's replacement to five candidates. On February 29, the District Governing Board made its choice in executive session, and the following day it was announced that Dr. Phyllis Wiedman[2] would become the fourth president in the history of DVC.[3]

Wiedman came to DVC with an extensive background in education. She first became acquainted with the community college movement when she took a course on "the junior college" as a graduate student at Stanford, finding the "open door" philosophy of these institutions particularly appealing.[4] While at Stanford she also studied counseling, and was attracted to a possible career in educational administration when she was impressed by the university's dean of women, whom Wiedman identified as a role model.[5] After ten years as a high school teacher, counselor, and dean of girls, she was hired as an instructor and counselor on the initial staff of DeAnza College in 1967. An 11-year affiliation with DeAnza, which included a stint as an assistant dean, ended when Wiedman was offered a position as dean of students at the then-unopened Cuyamaca College near San Diego. Just prior to her move to DVC, Wiedman had been elevated to the post of acting president of the southern California campus.

Wiedman's arrival at DVC marked the first time that a woman had been placed in the top leadership position at a CCCCD campus. Soon joined in that role by Dr. Candy Rose who was appointed president of Contra Costa College, Wiedman was a member of a select group of female community college leaders statewide. At the time of her selection only seven of California's two-year institutions were headed by women, and only four community college districts had women serving as superintendent or chancellor.[6] Wiedman later recalled that during a pre-hiring tour of the DVC campus, she asked her guide, Bill Harlan, what would happen if the college hired a woman as its president? Harlan's reply was: "It would shake things up, but they need to be shaken up."[7] She preferred that the significance of being a pioneering female president not be emphasized except as it "[gave] women a role model and [showed] that they can achieve at top levels."[8] She further asserted that in her earlier career experiences she had often been "the first woman" in various positions that she had attained.[9]

Shortly after her appointment, Phyllis Wiedman stated that "things are operating pretty well on campus, so my first step is just to come and do a lot of listening."[10] In fact, while she listened, during her first few weeks on the job, and discovered a strong sense of pride and a "general good feeling of community" at DVC,[11] Wiedman soon demonstrated that she was developing a well-defined agenda for the college. Observing in the fall of 1984 that "there has been a feeling [on campus] of less communication than is desirable," probably her greatest early priority as DVC president was to improve communication among various segments of the campus community—administration, faculty, classified staff, and students.[12] In order to facilitate this process, Wiedman set out to implement a "participatory" management style. She would later state her belief that she had been hired to lead the college at least in part because of her commitment to an "open" (or "shared") process of college governance, an approach which she had learned and practiced in her administrative experiences at DeAnza and Cuyamaca Colleges.[13]

The new president indicated a particular concern with the role of the classified staff, expressing the need "to bring them back on board" and to convey the message that "they are key members of this institution."[14] Consistent with her participatory approach, Wiedman initiated a number of moves designed to achieve these ends. She mandated that all college advisory bodies, task forces, and standing committees would include classified staff representation. She also developed the practice of holding three meetings each semester with classified employees to inform them of the state of the college and the nature of her current goals and policies as well as to solicit comments from them on matters of concern. Moreover, the classified staff was encouraged to submit written suggestions for ways to improve services to students and the rest of the campus community. Periodically, receptions were held to honor classified employees who had reached the milestone of 20 years of service to the college. And, at the end of each school year, the president joined the rest of the college management staff in hosting a "staff appreciation day" which was highlighted by a barbecue, prize drawings, and an opportunity to build a sense of community among administrative and classified staff.

Some DVC classified employees expressed early skepticism about these innovations under Wiedman's leadership; initially, for example, some perceived "appreciation day" as "a patronizing thing...[the president] rounding up managers to be nice to us."[15] Some believed that classified staff should be afforded even more extensive representation in college governance.[16] But many eventually agreed with classified union leader Wayne Gallup in his assessment that Wiedman's policies were "an effort in the right direction." The new President, Gallup maintained, was willing to meet directly with classified staff and their representatives and thus acquired "a better handle" on the problems and concerns of these employees.[17]

Early in her tenure, Phyllis Wiedman also stressed the importance of establishing better lines of communication between DVC administrators and faculty. She was especially concerned with bringing the teaching staff more fully into the decision-making process, particularly in the area of developing the college budget. She emphasized, for example, the need for faculty to provide input for the setting of institutional goals and priorities in the face of limited financial resources.[18] Several significant moves were made in this direction. One was Wiedman's willingness to work closely with the United Faculty Budget Committee, a consultative body that had been established through collective bargaining just before her arrival at DVC. This scheme was augmented by a "budget review process" initiated in 1985 which resulted in the creation of a Budget Review Committee drawing members from all segments of the teaching staff as well as other elements of the college community. Furthermore, during several "college day" sessions which preceded the start of new semesters, all faculty were brought together to discuss in small groups such matters as institutional self-assessment and renewal and the establishment of priorities for the future direction of the college.

In addition, the new president enthusiastically embraced the institutional philosophy that the student is "the heart of the college." Through numerous actions Dr. Wiedman cultivated closer communication between DVC's administration and its student population. Student representatives were placed on college governance bodies such as the President's Advisory Council and the President's Cabinet. Wiedman maintained high visibility with students on campus, speaking frequently to student groups on matters like goal setting and career planning and agreeing to be interviewed for several feature articles in the *DVC Enquirer*. Some less formal but symbolically important deeds ranged from her efforts to assist the Associated Students in obtaining some 112 pencil sharpeners on campus (for which she received a plaque of appreciation which read: "From sharp pencils come sharp minds")[19] to her willingness to endure the "dunk tank" at "Day on the Grass" festivities held to raise money for Associated Students activities.[20]

Phyllis Wiedman worked not only to build better communication within the campus community, but she was also committed to improved communication between DVC and the surrounding community it served. In the early months of her presidency she wrote, "Surprising as it may be, many people in our community do not know we exist; or if they do, they do not realize what we have to offer."[21] To remedy this problem, Wiedman undertook several measures. Among them was a vigorous marketing campaign which included running ads in county and high school newspapers and on local radio stations, the dissemination of flyers, posters, and schedules at local high schools and through direct mailing, a "bring a friend to DVC" week, and posters promoting DVC placed in Bay Area Rapid Transit cars.[22] She also endeavored to improve articulation between DVC and local high schools—the primary source of students for the college—by inviting principals and superintendents to an annual "President's breakfast" to hear presentations from her and other DVC administrators on the nature of the institution and its programs.[23]

Wiedman was a strong advocate of bringing the college into the community as she ardently supported outreach programs to conduct classes off campus, especially the effort in the San Ramon Valley which culminated in the creation of the Center for Higher Education (discussed in the next chapter). Additionally, Wiedman was active in local community affairs, cultivating public recognition at local events and in local newspapers and magazines and joining local and county civic and planning organizations. She viewed this activity as a significant part of her role as college president and expressed the belief that her efforts demonstrated the concern the college had for the local community, thus bolstering its local image.[24]

Probably one of Phyllis Wiedman's strongest qualifications for assuming the DVC presidency in the 1980s was her substantial record of involvement in statewide community college affairs. This was particularly true of her affiliation with the Association of California Community College Administrators (ACCCA), an organization formed in the 1970s to promote understanding and development of the state's community colleges through information, research, political action, and legislative advocacy. While an administrator at Cuyamaca College, she had served the association as a member of its board of directors, treasurer, and vice president and had directed its management development commission. At the time she was selected to become DVC's top administrator, she was also elected president of ACCCA. Wiedman's efforts with this organization provided her with valuable background for the DVC leadership post. For one thing, her awareness and interest in the college had originally been stimulated by her interaction with CCCCD Chancellor Harry Buttimer who sat with her on the ACCCA board of directors and who had deeply impressed her with his integrity and knowledge of the community college system.[25] She later related that she was first informed of the "opening" at DVC by Buttimer in 1983, and that one of her profound regrets as DVC president was the missed opportunity to work with him after her arrival because of his debilitating illness in 1984 and untimely death the following year.[26]

Wiedman's ACCCA endeavors were also of crucial importance because they afforded the new president a thorough awareness and understanding of the state-dominated political and economic environment in which DVC was forced to operate during the 1980s. For an institution with a rich tradition of independence and opposition to external intrusions, Wiedman's background made her a most appropriate leader to ease the college's adjustment to new realities.

Matriculation

Phyllis Wiedman ushered in her first semester as DVC president with the following warning:

> There are some major issues that we must face in the near future, some of them mandated by the state and some of them brought about by several years of fiscal constraints. It appears that a matriculation plan will have to be implemented by every college within the next few years. The plan is to include pre-enrollment assessment, orientation, counseling, and evaluation.[27]

She had raised an issue that much of the DVC community would have preferred not to acknowledge. If tight budgets and the imposition of tuition had not been enough, there now existed an imminent danger of the state encroaching upon the basic relationship between the college and the students whose needs it was pledged to serve. Many would eventually question whether a statewide system of matriculation would truly serve the needs of DVC's constituency; many would also perceive it as a fundamental threat to deeply entrenched institutional principles of student-centeredness, the open door, and non-tracking.

To be sure, the coming of state-mandated matriculation was not an unusual development in the post-Proposition 13 community college environment. Many members of the State Legislature and the Governor believed that the quality of these institutions had significantly declined: enrollments were down; dropout rates were high; transfer rates were slipping; there were too many students without clear-cut educational goals; and too many frivolous (i.e., "avocational and recreational") courses were being offered at these very expensive institutions.[28] Their answer was to cut community college budgets and make students pay fees so they would be more serious about their education.

The state community college establishment responded in an effort to answer the criticism, to explore the possibility of reform, and to restore the image—and financial support—of the system. As early as 1982, the statewide Academic Senate adopted a resolution—opposed by the DVC Faculty Senate—supporting the concept of matriculation for California's community colleges. The following year a task force on academic quality appointed by the State Community College Chancellor reviewed model processes "to assist students in making appropriate educational choices to reach their stated educational goals." The California Community College Board of Governors approved a model for student matriculation to be tested at some 16 pilot colleges.[29] By 1985 a newly appointed State Chancellor, Dr. Joshua Smith, strongly endorsed matriculation, as did the Commission for Review of the Master Plan for Higher Education established by the State Legislature to study California's community colleges and make recommendations for reform of the system.[30]

This considerable activity provided the impetus for governmental action. In 1985 legislation (Assembly Bill 3) was introduced in Sacramento that would authorize the State Board of Governors and Chancellor to initiate a system of matriculation. In its original form, the proposed law would have made adoption of matriculation a local option, but by the time it was passed by the State Legislature in the summer of 1986 it had been amended by a conference committee to *require* participation by *all* of the state's community colleges as long as funding was made available for its implementation. Now empowered by the California Legislature, the State Chancellor sent a plan for implementing matriculation to all California community colleges. It defined matriculation as "a process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objectives";[31] the plan also contained several component services the colleges should provide in this process including pre-enrollment assessment testing and course counseling on the basis of the tests, the monitoring of student progress, and a program of institutional research and evaluation to help the colleges account for the effectiveness of their programs.

One of the co-authors of Assembly Bill 3, State Assemblyman Robert Campbell (of Contra Costa County), asserted that he "consider[ed] the implementation of matriculation services to be the single most important reform facing the community colleges today."[32] While many at DVC might have disagreed with this claim, few denied that the college had to deal with this external challenge vigorously and expeditiously.

Well before matriculation legislation had been enacted and plans for implementation emanated from the State Chancellor's office, institutional response to the specter of matriculation was plainly evident at DVC. The lead was taken by President Wiedman, as she expanded on her 1984 prediction of state-mandated matriculation cited earlier:

> We need to become involved in the process soon enough to be able to influence the configuration of models to be mandated. Hopefully, there will be flexibility to allow each college to develop a plan that fits its philosophical orientation.... With those of you who are interested, I would be glad to enter into a dialogue to share ideas regarding a model appropriate for DVC.[33]

Wiedman's concern that DVC start early to explore ways to develop a matriculation plan that would retain as much local autonomy as possible was echoed by the new CCCCD Chancellor, John Carhart. Shortly after assuming the leadership position in 1985, Carhart asserted that working out the details of a matriculation plan "should really be the local [governing] board's prerogative.... We have so much divergence among our [state's] community colleges, there really is no such thing as a single [statewide] view."[34] In order to develop strategic planning to respond to this state challenge, Carhart initiated a "District Directions Planning Process" that included formation of a broad-based committee of faculty, college presidents, students, and classified staff from the three district campuses to conduct a comprehensive review of district policies.[35] Wiedman and Carhart were joined in their concern by DVC Faculty Senate President Barbara Baldwin who, reflecting upon a statewide Academic Senate meeting she had attended in the fall of 1985 which was dominated by discussions of community college reform, asserted that "I came away with a great sense of urgency about what we need to do in order to keep pace with the proposed changes while retaining local autonomy that the college and district would like."[36]

Nineteen eighty-six was a busy year in DVC's efforts to develop a local matriculation plan. In January, part of a "College Renewal Day" was devoted to the topic, as the campus community began to grapple with the implications of matriculation for the college curriculum and student-centered institutional philosophy. This was followed by discussions—and arguments—in campus committees, the lunch room, and the Faculty Senate Council.[37] An outgrowth of this early exploratory activity was the formation of an Assessment Task Force made up of representatives of various segments of the college, with Dean of Students Terry Shoaff as chair. Under Shoaff's vigorous leadership the task force worked through the summer, and by the early part of the fall semester—with its name changed to the Matriculation Task Force, perhaps to avoid offending the many DVC people with an aversion to the term "assessment"—it was well along in its plans to implement a pilot matriculation plan at DVC the next semester.

Following the unexpectedly rapid passage of Assembly Bill 3, Shoaff and his task force "scrambled" to complete their plan,[38] but major budget cuts made by Governor George Deukmejian delayed statewide implementation of the program.[39] Shoaff, as acting college president in the temporary absence of Dr. Phyllis Peterson, then agreed to a Senate Council request to postpone implementation of DVC's pilot program. Described by Faculty Senate President Baldwin as "a welcome respite on matriculation," this delay, she argued, would allow the institution "to slow down a bit and be more certain that the plan we develop has garnered widespread support throughout the college, and that it reflects our own institutional values and priorities."[40]

While the implementation of matriculation at DVC was postponed for at least a year, campus debate on the issue continued to be intense. The preponderance of public comment reflected hostility and apprehension as the DVC community confronted matriculation. Counselor Vince Custodio, a strong supporter of the open door and non-tracking during the 1960s (see chapter five), was particularly outspoken. He wrote several articles for the *DVC Forum* in the fall of 1986 in which he asserted that the matriculation plan handed down from the State Chancellor's office was "diametrically opposed to the philosophy of the 'open door' as historically practiced at DVC,"[41] and he warned against "an old-fashioned system of tracking, which matriculation has the danger of becoming."[42] Custodio also expressed, in a letter to the *DVC Enquirer*, that the proposed plan would be "de-personalizing" and "de-humanizing" if implemented.[43]

In a *Forum* piece titled "An Elegy for the Entirely Open Door," English instructor and Matriculation Task Force member Gary Budd wondered how a student's "educational aspirations" could be locked into some sort of contractual agreement with the college since, as he asserted, "education is a process which, at best, inspires teacher, student, and curriculum to branch in unforeseen directions with the beautiful infrastructural sloppiness of nature." Budd also observed that the purpose of matriculation was "to discourage all manner of academic loitering,"[44] a sentiment mirrored in an *Enquirer* editorial stating that matriculation would exchange "the open door" for "the revolving door"—which meant: "In and out. Two years, maybe a little more. Bye." The same editorial also spoke for DVC students by asserting: "We take great joy in our freedom to experiment with classes. We hold tight the exemption from external control in the matter of our education."[45]

Some members of the DVC community expressed less negative views of matriculation. Terry Shoaff, for instance, believed that assessment scores could be useful tools "to help students make more effective and informed choices...and help faculty assist these students in wise curricular decisions to facilitate their success."[46] Virtually all who entered the dialogue agreed that if matriculation had to be adopted, then DVC's plan must be locally devised and truly reflect the college's student-centered philosophy.

As the campus community searched for consensus on matriculation, work continued on the development of DVC's matriculation program. In January of 1987, the entire "College Day" agenda was devoted to thoroughly informing the college faculty on the concept and providing every instructor with the opportunity to offer input on the design of DVC's implementation plan. For much of the rest of 1987 the Matriculation Task Force labored over details of the plan, and by the late fall had submitted its recommendations to the District Chancellor. The ad hoc task force was then replaced with a matriculation committee to serve as a permanent advisory body to a new matriculation coordinator and the overall college matriculation effort.[47] This committee would have representatives from each college division, classified staff, and students, and was intended to allow for broad campus involvement in the ongoing matriculation process.

In 1988 and 1989 substantial progress was made in the implementation of matriculation at DVC. For example, the college application form was carefully revised so that it would provide essential information on matters like a student's educational objectives without being so imposing that it might discourage students from applying for admission (thus helping to close the "open door").[48] The orientation and assessment components of matriculation advanced considerably, as some 4,000 students per year participated in the orientation program developed by DVC counselors. All matriculated students were assessed in reading, writing, and mathematics with instruments devised with major input from the college's English and Mathematics departments.[49] By the fall of 1989, a campus assessment center had been established and a full-time center director had been added to the college staff. As DVC entered the 1989-1990 academic year, work was continuing on the full development of college and district computer programs to facilitate the gathering of necessary data to implement the institutional research and evaluation components of matriculation.[50]

This progress was particularly impressive in view of chronic underfunding of state-mandated matriculation by Governor George Deukmejian. After delaying initial implementation through major budget cuts in 1986, the Governor then proceeded on a "three-year-phase-in" of the program,[51] with funding through 1989-1990 expected to be at the 60 percent level and full funding anticipated in the fall of 1991. Ironically, this underfunding was a major advantage for DVC, for it provided the college with several years to carefully craft its own matriculation plan before the advent of full implementation. With this valuable added time, the matriculation committee and newly appointed Matriculation Director, Les Birdsall, could continue to solicit broad participation from the entire campus community to insure that DVC's matriculation program would "be successful and...mirror DVC's standards and requirements."[52]

Assembly Bill 1725

If matriculation brought major changes and challenges to DVC and the state's other two-year institutions, it was only part of a larger process of reform for California's community colleges in the years following the passage of Proposition 13. The same political and economic forces discussed earlier that generated state-mandated matriculation in 1986 also produced a package of additional far-reaching changes that promised to have a major impact on community colleges well into the next century.

The process began in 1984 when the State Legislature charged the Commission for the Review of the Master Plan for Higher Education with the task of undertaking a comprehensive study of California's community colleges. Their responsibility was to assess the ability of these institutions to accommodate the educational needs of a demographically and economically changing state. The Commission's 1986 report—"The Challenge of Change"—became the basis of a final report issued by a joint legislative committee which contained 92 recommendations for reforming the state's community college system. Unanimously endorsed by all 18 Democrats and Republicans on the committee, many of these recommendations were incorporated into Assembly Bill (AB) 1725, first introduced in March of 1987 and finally passed by the State Legislature in August of 1988.[53]

A full explanation of the exhaustive details of AB 1725 is far beyond the purview of this history. Essentially the law encompassed reforms in five major areas of California community college operation: mission and functions; access to programs and assessment of student success; governance; finance; and faculty, administrators, and staff.[54] Within each of these areas, major—often dramatic—changes were prescribed. AB 1725 designated the primary mission of community colleges as transfer and vocational education, with importance also placed on remedial instruction, ESL programs, adult non-credit instruction, and community service. Matriculation funding, assessment, and research were bolstered by the law. The central power of the State Governing Board was enhanced in areas of leadership, direction, and the setting of minimum academic standards, but emphasis was also placed on the importance of maintaining as much local board authority and control as possible, as well as the importance of State Board consultation with statewide organizations like the Academic Senate. In addition, the law radically altered the financing mechanism for community colleges by mandating the replacement of the long-standing ADA (Average Daily Attendance) system with "Program Based Funding" by 1991-1992. Financial incentives were also created for the conversion of part-time teaching positions to full-time by local districts. Moreover, AB 1725 ordered replacement of the existing credentialing system by July 1, 1990, with a system of "minimum qualifications" and called for the State Governing Board to develop, with primary reliance on advice of the statewide Academic Senate, a list of "disciplines" to be used by local districts to establish minimum qualifications in hiring. Finally, the legislation contained significant affirmative action provisions (which will be discussed later in this chapter).[55]

Given the history of the sometimes turbulent relationship between the California Legislature and Governor Deukmejian and the Governor's record on matriculation funding, the financing required for full implementation of AB 1725 was not guaranteed as the 1990s approached. But despite this uncertainty, the DVC community showed significant signs of responding to this imposing legislation in the late 1980s. In many ways the early pattern of response to AB 1725 was similar to the college's previous reaction to state-mandated matriculation. The DVC tradition of independence, self-determination, and commitment to institutional values dictated that the campus community become educated on the massive reform package and take whatever action it could to influence the final outcome of its implementation.

As early as the fall of 1985, Faculty Senate President Barbara Baldwin was alerting her DVC constituency that "many of the things we've taken for granted about our system are being questioned [in Sacramento], and many of these questions imply a loss of local autonomy and an increase in centralization."[56] In April of 1987 she wrote an extensive article for the *DVC Forum* in which she summarized the events and forces that led to the introduction of AB 1725 and she stated: "We need to be as well-read as possible about the roads the community college system will be traveling down in the near future. We need to know the alternate routes available for getting where we want to go. We need to read the travel guides beforehand."[57]

Indeed, DVC seemed to be traveling in the right direction following passage of the law. During the 1988-1989 academic year there was a substantial increase in campus activities related to AB 1725. Prior to the spring semester the entire faculty was present for an on-campus workshop on key aspects of the new legislation conducted by representatives of the Faculty Association of California Community Colleges. This was followed by a well-attended AB 1725 "disciplines" workshop sponsored by the Faculty Senate, an event which served as a catalyst for gathering DVC faculty and administration input on "minimum qualifications" to be conveyed by Senate President Baldwin to the statewide Academic Senate as it advised the State Governing Board on the establishment of statewide standards in these areas.[58] In addition, the Mission/Values Task Force, formed by President Peterson in 1987 and comprised of faculty, staff, and administrators, continued its work on DVC mission and value statements required by AB 1725 as standards against which the college would eventually assess its "institutional effectiveness."[59] And the United Faculty began to explore the implications of AB 1725 for the future of collective bargaining at DVC.

Furthermore, as DVC prepared itself for the effects of community college reform, considerable attention also was paid to one of the major areas of focus in AB 1725: affirmative action.

Affirmative Action[60]

The preamble to AB 1725 stated that "by the turn of the century, California will have a cultural and ethnic pluralism unknown elsewhere in the mainland United States." The legislation further noted:

> The California Community Colleges will face a severe hiring crisis in the next 15 years. It is estimated that fully 55 percent of the current full-time faculty will retire in that period...Given the emerging turnover in faculty vacancies, the next 15 years represent the last major

> 'window of opportunity' to significantly change the ethnic mix of the faculty during the next 30 years. It will be imperative for the faculty to be sympathetic and sensitive to cultural diversity in the colleges especially when the student body is continually changing. One means of assuring this is for the faculty to be culturally balanced and more representative of the state's diversity.[61]

In order to achieve this cultural balance and diversity on the state's community college faculties, AB 1725 established dramatic hiring goals. By 1992-1993, the law stipulated, 30 percent of all "new hires" in the *statewide* system would be ethnic minorities. And by the year 2005, the system's work force would mirror proportionately the state's adult population (including the ethnic minority population as well as "protected" groups such as women and older adults).[62]

The legislation also contained several major provisions designed to facilitate progress toward these goals. It called for local governing boards in each community college district to develop a local affirmative action hiring plan for both full-time and part-time faculty specifying goals, timetables, and steps to be taken in its implementation. Local boards would further be required to make their plans and progress toward meeting their goals and timetables a matter of public record, and they would be held accountable for the success or failure of their district's affirmative action employment programs.[63] The Board of Governors of the California Community Colleges would, in turn, report to the State Legislature the level of success in affirmative action programs throughout the system. The role of the State Governing Board would also involve economic and technical assistance to local college districts in the adoption, maintenance, and progress of "high quality" affirmative action programs.[64] Financial assistance would include monies from a newly-created Faculty and Staff Diversity Fund which would be allocated on a priority basis to reward local districts making "reasonable progress" in contributing to the long-term state affirmative action goals noted above, helping them to offset the costs of their programs and providing them with incentives to hire members of underrepresented groups.[65]

AB 1725's state mandate for affirmative action received a positive response from DVC President Phyllis Peterson. In 1989 she told the DVC community: "Diversification of our faculty is not only now mandated, but it is imperative so that we may provide role models for our increasingly diverse student population."[66] Peterson also recalled her impression when she arrived at the college in 1984 that, although a significant problem of minority and female underrepresentation existed on the faculty, there was still a well-established "moral commitment" to affirmative action at DVC.[67] Indeed, as President Peterson set out to lead the college toward developing a more diversified teaching staff, she drew upon a firm institutional commitment to affirmative action that stretched back to the late 1960s.

As early as January of 1968 the DVC Faculty Senate had adopted a resolution commending the existing DVC administration policy of "actively seeking qualified teachers from minority groups." The same resolution urged all members of the college faculty to assist the administration in implementing the policy by such means as "urging qualified minority group teachers and prospective teachers to apply for interview at DVC."[68] Five years later, in response to amendments to the Federal Civil Rights Act of 1964 which extended prohibitions on sex and race discrimination in employment to include educational institutions, a DVC "Affirmative Action Workshop" was convened to inform the college community of the nature of affirmative action and the college's legal responsibilities under the law. Here matters like the establishment of hiring goals, methods of recruitment, the proper wording of job descriptions, and the conduct of hiring interviews were explored.[69] Meanwhile, in June of 1973 the CCCCD Governing Board adopted a district affirmative action policy which was refined three years later to read:

> It is the goal of the District that the percentage of minorities and females on the certificated staff within each college, organizational unit, and occupational category reflect the supply of qualified members of minority groups and females in the work force in the state of California.[70]

An outgrowth of this college and district activity was the formation by the Faculty Senate of a DVC Affirmative Action Committee chaired by Social Science instructor Bill Smith. In 1975, this committee developed the blueprint for a DVC Affirmative Action Program[71] which was recommended to President William Niland and adopted by the college on July 1, 1976. The DVC program endorsed the district affirmative action policy and asserted that "the entire staff is responsible for creating a climate which is conducive to achieving affirmative action goals. Each employee is obliged to give his/her full cooperation to the program." The campus policy also noted, "It is not the intent of this affirmative action program to encourage the hiring of unqualified or marginally qualified persons solely to achieve the sex and ethnic representation goals and timetables." It further stated that "the emphasis is on seeking and employing well-qualified persons who also are of the under-represented sex and/or ethnic background." In addition, the DVC affirmative action plan designated the college president as the institution's Affirmative Action Officer, confirmed the existence of the Affirmative Action Committee as an integral part of the college's affirmative action program, and provided the mechanism for the establishment of goals and timetables for implementation.[72]

This affirmative action initiative of the mid-1970s began to yield some positive results in certificated staffing. For example, in the hiring of four full-time instructors and one counselor for the fall 1976 semester, the final appointees included three white females and two white males. President

William Niland maintained that these figures reflected adherence to "the spirit as well as the letter" of the college's affirmative action program.[73] However, the Affirmative Action Committee was less convinced, as Chairperson Bill Smith contended that faculty staffing had shown "mixed results."[74] While he acknowledged real progress in the hiring of women, Smith's concerns were particularly directed to the fact that "ethnic minorities have been frozen out" of the hiring process, and that among part-time faculty—where he said "most of the new hires have occurred in the past few years"—there was even greater disparity in the ratio of whites to ethnic minorities.[75] In response to these concerns, Niland pledged that "given time, vacancies, and suitable applicants," the college would "strive to correct" existing ethnic and gender imbalances on the faculty.[76]

If faculty diversity fell short of desirable levels by the late 1970s, DVC had still clearly demonstrated during the decade an emerging institutional commitment to affirmative action. The Affirmative Action Program had been put in place, some positive movement had been made in faculty hiring, and continuing deficiencies had been recognized and addressed by the college faculty and administration. However, this affirmative action thrust was summarily cut short in 1978 with the passage of Proposition 13. The austerity of the next several years produced a virtual freeze on new full-time hiring, rendering previous concerns for affirmative action largely irrelevant. Even with the proliferation of part-time hiring during this period, little if any attention was paid to the gender and ethnic composition of this growing segment of the faculty.

With the gradual recovery of community college financing by the mid-1980s and the prospect of new full-time faculty hiring, strong interest in affirmative action reappeared at DVC under the presidency of Phyllis Peterson. Early in 1987, the moribund Affirmative Action Committee was reactivated with Peterson herself serving as committee chairperson. The group's initial task was to identify areas of underrepresentation throughout the college, with particular attention paid to deficiencies in the teaching staff.[77] This was followed by the initiation of workshops on affirmative action goals and procedures conducted each spring for members of screening and interviewing committees. These campus efforts were reinforced by district actions which included the formation of a districtwide affirmative action committee and the hiring of a district director of affirmative action in the spring of 1989 in response to the passage of AB 1725.

In the spring of 1989, President Peterson focused attention on the need to encourage and expand opportunities for affirmative action candidates to move into part-time teaching positions at DVC. She observed that "the key to getting full-time positions is to have some part-time experience...so many of our candidates [for full-time positions] are coming from our pool of part-timers."[78] To strengthen this approach Peterson formed a task force on affirmative action with the charge of developing a uniform hiring process for part-time faculty designed to improve access to part-time positions for ethnic minorities and women.[79]

Even before the work of the task force was completed, this hiring strategy was applied by the sociology/anthropology/social science teaching area within the Social Science Division. In order to fill a number of part-time teaching positions for the fall 1989 semester, the selection committee sought to create a broad pool of applicants rich in ethnic and gender diversity.[80] The committee undertook what it considered a "crucial" step in the process when it initiated direct phone contacts with the heads of ethnic studies departments at local universities. They reported that these department heads "were delighted to have their graduates send us resumes," and the committee was "deluged with applications from well-qualified minorities." These affirmative action applicants provided the bulk of the candidates they interviewed and hired, and the committee came away from the process with the conclusion that "there is a backlog of unhired, well-qualified minorities and women who want to remain in the Bay Area and who are serious about taking a look at DVC."[81] This successful experiment provided a potentially valuable model for the rest of the college to follow as it intensified its efforts to increase the number of affirmative action candidates in the part-time teaching pool.

As DVC closed out the 1980s, improved state funding, AB 1725 mandates and financial incentives, and faculty retirements afforded Phyllis Peterson the opportunity to oversee the hiring of a substantial number of new full-time instructors. In 1988, 21 new faculty members were added to the DVC teaching staff; of these, ten were women and three were minority candidates. Following these results, Peterson commented, "We had some pretty good luck with female hiring; however, in the minority area we didn't do too well."[82] Affirmative action recruitment efforts were intensified in 1989 as new full-time teaching positions were widely advertised, and the college held its first "job faire," which attracted many women and minorities among some 300 candidates who attended. Affirmative action hiring results in 1989 were even more favorable; of 19 new instructors selected, five were ethnic minorities and 13 were women.[83]

In spite of this positive movement in the direction of faculty diversity, DVC's teaching staff in 1989 remained well over 80 percent white and approximately 70 percent male.[84] However, with the growing momentum of the college's affirmative action program, the impetus provided by AB 1725, and the prospect of a surge of retirements at the college in the 1990s, the potential for achieving greater ethnic and gender balance on the DVC faculty appeared to be great.

Notes to Chapter Nine

1. Niland continued his affiliation with DVC through the rest of the 1980s, teaching English on a part-time basis.
2. On April 18, 1986, Phyllis Wiedman married Dr. Andrew Peterson. Upon her return to the college, she was then known as Dr. Phyllis Peterson. For purposes of this section of chapter 9, she is identified in the text by her former name. In subsequent portions of this chapter and chapters that follow, she is identified by either name depending upon the chronological context of matters under discussion.
3. "New DVC President a 'Role Model,'" *The DVC Enquirer,* March 9, 1984.
4. Phyllis Wiedman. Interview with Ruth Sutter, September 10, 1984.
5. "Dr. Wiedman Kicks Off Lecture Series with a Talk About Her Career," *The DVC Enquirer,* February 7, 1986.
6. "DVC Head Says Funding Neglect Hurt Colleges," *The Contra Costa Times,* July 9, 1984.
7. Phyllis Wiedman Peterson. Interview with Greg Tilles, March 15, 1989.
8. *The Contra Costa Times,* July 9, 1984.
9. Phyllis Wiedman. Interview, 1984.
10. *The DVC Enquirer,* March 9, 1984.
11. "A President's Thoughts After Two Months on the Job," *DVC Forum,* August 31, 1984.
12. Phyllis Wiedman. Interview, 1984.
13. Phyllis Wiedman Peterson. Interview, 1989.
14. Phyllis Wiedman. Interview, 1984.
15. Wayne Gallup. Interview with Greg Tilles, May 30, 1989.
16. *Ibid.*
17. *Ibid.*
18. Phyllis Wiedman. Interview, 1984.
19. *The DVC Enquirer,* March 1, 1985.
20. The October 4, 1985 edition of *The DVC Enquirer* featured a large photograph of a very wet but smiling college president who had been dunked yet another time in the tank.
21. *DVC Forum,* August 31, 1984.
22. Memo from Phyllis L. Wiedman to All Staff on Marketing Efforts, September 26, 1984.

23. "Area High School Principals Hosted at Breakfast Here," *The DVC Enquirer*, October 19, 1984.
24. Phyllis Wiedman Peterson. Interview, 1989.
25. Phyllis Wiedman. Interview, 1984.
26. Phyllis Wiedman Peterson. Interview, 1989. In 1989, she received the Harry Buttimer Distinguished Administrator Award at ACCCA's 14th Annual Conference in San Francisco. On that occasion the DVC president reiterated her deep admiration and respect for Buttimer. *Ad Com: The Newsletter of the Association of California Community College Administrators*, April 1989.
27. *DVC Forum*, August 31, 1984.
28. Les Birdsall. "Matriculation in Perspective," *DVC Forum*, April 7, 1989.
29. *Ibid.*
30. "Stricter Academic Standards Backed by State JC Board," *The Contra Costa Times*, December 7, 1985.
31. Memo from Terry Shoaff, Dean of Students, to All Faculty, Staff, and Students on Matriculation Update, September 26, 1986.
32. "New State Law to Require Testing for Enrolling Students," *The DVC Enquirer*, September 12, 1986.
33. *DVC Forum*, August 31, 1984.
34. *The Contra Costa Times*, December 7, 1985.
35. *Ibid.*
36. *DVC Forum*, November 22, 1985. Cited in "Proposed JC Changes Spark Controversy," *The DVC Enquirer*, December 6, 1985.
37. Barbara Baldwin. "Yet Another Polemic on Assessment," *DVC Forum*, May 23, 1986.
38. *The DVC Enquirer*, September 12, 1986.
39. "Cuts Defer Matriculation," *The DVC Enquirer*, October 10, 1986.
40. "A Welcome Respite on Matriculation," *DVC Forum*, November 21, 1986.
41. "Matriculation: A Suggestion for Action," *DVC Forum*, October 17, 1986.
42. "Matriculation—Another View," *DVC Forum*, October 3, 1986.
43. "Letters to the Editor," *The DVC Enquirer*, October 10, 1986.
44. *DVC Forum*, September 19, 1986.
45. *The DVC Enquirer*, February 20, 1987.
46. Memo on Matriculation Update, September 26, 1986.
47. Minutes of the Division Chairperson's Meeting, December 9, 1987.
48. Les Birdsall. "Matriculation at DVC," *DVC Forum*, April 28, 1989.

49. *Ibid.* Les Birdsall. "Matriculation: Beyond Implementation," *DVC Forum*, May 16, 1989.
50. Les Birdsall. "Matriculation at DVC," *DVC Forum*, April 28, 1989.
51. "Governor Underfunds Matriculation," *The DVC Enquirer*, February 6, 1987.
52. Les Birdsall. "Matriculation: Beyond Implementation," *DVC Forum*, May 16, 1989.
53. Barbara Baldwin. "And Now Some Scenes from Next Week's Thrilling Adventure...," *DVC Forum*, April 17, 1987.
54. Larry Toy, FACCC President. *Summary of Assembly Bill 1725*, September, 1988.
55. *Ibid.*
56. *DVC Forum*, November 22, 1985.
57. *DVC Forum*, April 17, 1987.
58. Memo from Barbara Baldwin to DVC Attendees at the AB 1725 Disciplines Workshop, March 10, 1989.
59. Bruce Watson. "DVC: Goals and Values," *DVC Forum*, April 7, 1989. By the spring of 1989, the task force had developed the following mission statement: "Diablo Valley College responds to the needs of the community by offering: Courses leading to advanced study/ Training for employment/ Student Services/ Lifelong Learning/ Resources for the enhancement of community life and the support of the instruction program. At the same time, the values statement read: Diablo Valley College is a community of interests at the core of which are scholarship, learning, and experience. We value excellence. We value integrity, commitment, and participation by its members as a means to achieve academic freedom and cultivate community, professional, and personal growth. We value general education as the self-conscious interrelatedness of knowledge. We value collegiality as respect for one another and for our college as a community. Above all, we value our commitment to creating an environment where student achievement is championed and celebrated.
60. While DVC's concern for affirmative action would extend to all segments of the campus staff (faculty, classified, and administration), the following account focuses on affirmative action efforts related to the college's teaching staff.
61. *Assembly Bill No. 1725*, Section 4.
62. *Ibid.*, Section 25.
63. *Ibid.*, Section 23.
64. *Ibid.*, Section 24.
65. *Ibid.*, Section 25.

66. President Phyllis Peterson's Opening Day Remarks to the DVC Faculty and Administration, August 22, 1989.
67. Phyllis Peterson. Interview, 1989.
68. Resolution of the DVC Faculty Senate, January 23, 1968.
69. *Diablo Valley College Affirmative Action Workshop Summary,* January 8, 1973. This workshop was organized by an ad hoc committee that included Larry Crouchett, Wanda Esberg, Natalie Foulkes, Helen Gressang, Jim King, David Martinez, Cliff Nelson, Juanita Orr, and Marjorie Smith.
70. Contra Costa Communtiy College District Policy on Affirmative Action adopted March 10, 1976. Quoted in *Affirmative Action Program for Diablo Valley College,* July 1, 1976. The same policy statement contained the following reference to CCCCD classified staff: "It is the goal of the District that the percentage of minorites and females of the classified staff within each college, organizational unit, and occupational category reflect the supply of qualified members of minority groups and females in the work force in Contra Costa County."
71. Memo from the DVC AFfirmative Action Committee to the DVC Community, April 24, 1975.
72. *Ibid.*
73. Memo from W. P. Niland to the DVC Community on the Affirmative Action Program: Status Report Certificated Hiring, April 29, 1977.
74. Memo from the Affirmative Action Committee to President Niland on Affirmative Action Needs, March 18, 1977.
75. *Ibid.* The committee's memo contained statistics which indicated that in the fall of 1976, of 214 males on the full-time faculty, 191 were white. Of 68 females on the full-time faculty, 61 were white. Among part-time instructors, 238 of 245 males were white, and 86 of 98 females were white.
76. Niland. Memo, April 29, 1977.
77. Minutes From the College Planning Steering Committee, January 30, 1987. "Affirmative Action Plan Affects Hiring," *The DVC Enquirer,* May 22, 1987.
78. Phyllis Wiedman Peterson. Interview, 1989.
79. Notes from the College Planning Steering Committee, February 10, 1989.
80. "Affirmative Action in Part-Time," *DVC Forum,* May 16, 1989.
81. *Ibid.*
82. "College Adds 21 New Faculty," *The DVC Enquirer,* September 2, 1988.

83. These figures were supplied by Arlene Grieve of the DVC Office of Instruction.
84. *Race/Ethnicity of the Diablo Valley College Faculty*, Office of District Research, CCCCD. February 1989.

Chapter Ten

ACCOMMODATING NEW DIVERSITIES

As affirmative action efforts were implemented to bring diversity to the DVC staff, the college's student population was becoming increasingly diverse during the 1970s and 1980s. On the one hand, DVC's student body remained predominantly white, as the number of students representing ethnic minorities grew only modestly during this period and accounted for barely 20 percent of the entire student population in 1989.[1] But, at the same time, recent DVC students were often older than their predecessors, more likely to be women, more inclined to attend college part-time, and more interested in taking classes off-campus. A significant characteristic of the college's later history was its commitment to adapt the institution to serving the needs and interests of this changing student population.

The Fulfillment of the Women's Program

The institutionalization of the Women's Program at DVC (as shown in Chapter Six) was well under way by 1975, despite the persistent work of detractors like Joe King. While King's opposition campaign sporadically reappeared, services and activities in this area were expanded dramatically over the next decade and a half. Development of the DVC Women's Program after the mid-1970s focused on the fulfillment of its three major components: the Re-entry Program, Women's Studies, and the Women's Center.

The DVC Re-entry Program, as Chapter Six recounts, was the first major accomplishment of the pioneers who set the Women's Program in motion in the early 1970s. Originally implemented as a means of easing the transition back into the classroom for women who had been away from school for a number of years, it continued to play this invaluable role throughout the rest of the 1970s and the 1980s. While open to *all* students returning to college, few men were ever attracted to the program; the overwhelming majority of the college's re-entry students were women.[2] Encouraged by the supportive environment provided by the Re-entry Program, these women came to DVC with serious educational intentions. In 1974, for example, a survey of the college's re-entry women revealed that 85 percent sought at least an AA degree and 62 percent wanted a BA degree.[3] In the early years, the typical re-entry woman was married, had a husband who was supportive of her educational efforts, had children between the ages of 5 and 15, was in her mid-30s or older, and came from an upper-middle income family.[4] By the 1980s, however, the program's participants had changed dramatically. Although no less serious about the importance of education in their lives, they often were significantly different from their predecessors. Many were now single women working their way through school. Some were retired women living on limited incomes and investigating their educational options. According to Social Science instructor Robin Wolf, the largest group of re-entry women of the 1980s was made up of battered women; most were living apart from their abusive partners on welfare or working while attempting to establish a new life, and some were exploring their educational and career options at DVC before taking the difficult step of extricating themselves from their violent relationships.[5]

As the nature of the typical re-entry woman changed in the 1980s, so did the nature of the program itself. While still intended to make these women more comfortable with their return to college, the emphasis shifted toward assisting re-entry students in clarifying their academic and educational goals and developing and updating basic skills essential for their success in college and careers. By the latter part of the decade, the college offered a formal one-semester program which packaged several courses geared toward re-entry students; offerings included classes in college study skills, career planning and exploration, writing development and English composition, reducing math anxiety, refresher arithmetic, pre-algebra, and algebra. In addition, a number of the "Orientation to College" classes given during the summer for new students were set aside in the college schedule of courses as "re-entry sections."

In the beginning years of the Women's Program at DVC, academic courses emphasizing women's roles and contributions to society were part of the Re-entry Program. As that program went through the changes outlined above, these classes were shifted into a related but distinct Women's Studies Program. Eventually a set of "core courses" was developed within this separate area which satisfied general education requirements and transferred to four-year colleges and universities. The classes were designed to provide understanding of women's experiences and perspectives as a preparation for a Women's Studies major at a senior institution or as electives for students in any major or program. The value of these offerings to the DVC community was clearly indicated in a statement in the college catalog: "Understanding women's experiences is relevant to all students' general education and particularly to students planning careers in business, law, teaching, counseling, social work, health or government."[6]

Students of both sexes from throughout the campus were attracted to these classes, although most were taken by female students and were taught by female instructors. Each semester, most of the "core courses"—drawn from several academic disciplines—were included in the schedule of classes, with many offered in multiple sections because of their popularity. Those most in demand were Psychology of Women, History of Women and Social Change in America, Women and Society, and Women's Health. Other well-subscribed courses were Sex Roles in Cinema, Women in Literature, Women and Money, and Women as Managers.

The capstone of the tripartite Women's Program at DVC was the Women's Center. Its beginnings in 1972 were modest enough, as it was first housed in a small office in a temporary building. The Center soon had to be moved twice to accommodate increasing numbers of women who responded enthusiastically to its presence on campus. In 1975 it was permanently situated in a large and more comfortable room in the faculty office complex near the college's Liberal Arts Building. By 1977, the Center attracted more than 1,000 women each month ranging in age from 19 to 65, many from the ranks of re-entry students.[7]

From its inception the Women's Center was seen primarily as a place to provide various support services for women on campus as well as those in the larger community. Some of this support was informal, as the Center offered a place for women to meet and share experiences, to study or take a break from the rigors of academic life, or simply to relax over a cup of coffee. As it evolved over the years, the Women's Center also offered a growing array of formal support services. These included a math tutoring program, drop-in counseling, peer counseling, support groups, information on campus and community resources, and referral services. In addition, the Center provided a lending library and research files on topics and issues relevant to women ranging from birth control, abortion, and divorce, to marriage, parenting, rape, and widowhood. While these services were designed essentially for use by women, by the 1980s the Center encouraged men to use its resources and participate in its programs as well, particularly those engaged in research or interested in women's issues.[8]

Throughout its life on the DVC campus, the Women's Center was vigorously supported by a host of dedicated faculty advisors; these included Barbara Baldwin, Rose Hall, Elane Rehr, Susan Goldstein, and Pam McNeilly. McNeilly had been a DVC re-entry student in the 1970s, had progressed to San Francisco State University to complete her bachelor's and master's degrees in psychology, and had returned to teach at DVC during the mid-1980s.[9] When she assumed the position of faculty advisor in 1987 she was teaching only part-time at the college. In 1989 she secured a full-time faculty appointment and continued her affiliation with the Women's Center.

The Center also benefitted over time from the efforts of an energetic and competent staff. The backbone of its personnel was non-paid students who earned college credit for their labor. Most were re-entry students and other women who were firmly committed to the Women's Center and its services. In 1985 a young man, Tim Wiggins, served on the Center staff because "he [believed] very strongly in equal rights for all peoples and that the Women's Center [was] a necessary place as it provides information to both men and women about issues which should not be ignored."[10]

As the Women's Center gained legitimacy on campus along with the entire Women's Program in the mid-1970s, the college administration responded in 1975 with the creation of a salaried position of Center Coordinator. After a brief stint in the post by Nancy Schwemberger who left DVC to continue her education at UC Berkeley,[11] the position was held by only two other women over the next 14 years—Sandra Mills and Sandra Holman. Mills served as Coordinator from 1976 through 1979, and Holman held the job throughout the 1980s as her name became closely associated with the Women's Center during that decade. Mills had been a member of DVC's first re-entry class in 1972, had earned her A.A. degree in June of 1975, and after one semester working as the Center's part-time secretary had assumed the position as its Coordinator.[12]

Aside from the many services noted above, the DVC Women's Center also sponsored or facilitated a number of campus events related to women and women's issues. In 1975, the International Women's Year was observed at DVC with a week-long celebration comprised of lectures, workshops, films, and dramatic presentations on the theme "Woman's Place Is In the World." Similar "women's week" events were conducted for the rest of the 1970s, and in the 1980s they were merged with campus celebrations of National Women's History Week (later expanded to National Women's History Month). For several days each spring, participants drawn from the DVC faculty, major universities, and local and national politics explored such topics as "Women: Yesterday, Today, and Tomorrow" and "Women: Rethinking Our Past—Affirming Our Future."

One of the most popular ongoing projects of the Women's Center in the 1980s was the "Brown Bag Series," a group of weekly lectures given in the Center during the lunch hour by DVC administrators, faculty, and staff as well as legal, health, and social service experts from the local community. Initiated in 1983, its acceptance was so strong that by the latter part of the decade the series offered as many as 15 presentations per semester on a broad range of topics from goal setting, time management, and memory skills, to safe sex, vitamins, and single parenting.

Despite all its achievements dating from the mid-1970s, the DVC Women's Program was still plagued by controversy. And, as in the early years of the program, the actions and words of Joe King were a major source of that controversy. In February 1976, King filed a grievance with the Office of Civil Rights of the Department of Health, Education, and Welfare (HEW) contending that several aspects of the college's Women's Program violated regulations prohibiting sex discrimination in educational programs at institutions receiving federal funds. Specifically, he alleged that the Re-entry Program (then referred to as the Women's Re-entry Program) discriminated against males by systematically denying them access to re-entry classes, a charge, he asserted, that was proven by a "substantially disproportionate" number of female students in these sections.[13] King also claimed that the Women's Center discriminated against male students because the "friendly supportive environment" it provided for female students was not accessible to men. No comparable facility, he maintained, was available on campus where men could go for "mutual support, peer counseling, academic tutoring, speakers and rap groups and a resource file and library on subjects of interest."[14] To bolster his charges and to show that his complaint was not an isolated one, King cited a December 1974 *DVC Enquirer* editorial titled "Favoritism to Women," and a May 1975 statement signed by 11 faculty members indicating their criticisms of the DVC Women's Program.[15]

King's grievance, initially filed in San Francisco, was referred to HEW headquarters in Washington for review. After an unexplained three-year delay, the matter was sent back to the agency's San Francisco office for investigation in May of 1979. The following month a finding was rendered. HEW officials concluded that "The Women's Re-entry Program, as it is presently set up, discriminates against male students."[16] Their report cited "no evidence of male students enrolled in the program," and determined that "the Women's Program has a chilling effect on male students who may desire to re-enter the education sector through DVC's College Re-entry Program."[17] Without financially penalizing the college and allowing for voluntary compliance, the HEW report ordered that the name for the enterprise be changed from Women's Re-entry to College Re-entry Program and that equitable advertising, recruiting, counseling, and administrative services be provided in the program for all male and female students.[18]

King's victory, however, was only a partial one, as the same report disagreed with his contention that the Women's Center discriminated against men on campus. The HEW investigation had revealed that *all* students had access to the Center, and the agency simply recommended that the college insure that male students were informed of the benefits and services available to them at the facility.[19] By the fall of 1979 the Center had been given a new name by the Assistant Dean of Instruction, Dr. Janet McAfee, who served as the Women's Program administrator. A sign posted on October 5 read "Women's Research and Resource Center," with the first and last words in larger type than the three words in the middle, and it indicated that the Center was "open to the entire campus and community."[20] While this new name remained the center's official title and Center Coordinator Sandra Holman openly encouraged all men and women to use its services during the 1980s, the sign was eventually removed and the facility was commonly referred to as "The Women's Center" in most printed materials related to its programs and activities. Even the college catalog, while clearly indicating that the center "is open to all," continued to identify it by the shortened name.[21]

Reaction at DVC to the 1979 HEW ruling was predictable. President William Niland and Janet McAfee disputed the conclusion that men had been excluded from the Re-entry Program, and even produced enrollment figures and literature on the program in an effort to prove their point.[22] Joe King characterized their reaction as "peevish and defensive" and described the re-entry ruling as "a very reasonable solution."[23] He expressed disappointment in the finding on the Women's Center, asserting that the Center "looked to me at its face to be illegal."[24]

King added to his reaction his belief that "the Women's Center over the years has become a partisan political center that sponsors only one point of view, that being NOW (National Organization for Women)."[25] To reinforce his assertion of bias at the Women's Center, King had organized—just before the HEW ruling had been issued—an "alternative women's week" program on the DVC campus which he contended was necessary to balance the annual "women's week" event that had been recently sponsored by the Center. Titled "People, Problems, and the New Woman," it featured several speakers from the local community, including some opposed to abortion and the Equal Rights Amendment.[26]

However, perhaps as a result of his satisfaction with the partial success of the discrimination grievance he had filed, Joe King's public campaign against the DVC Women's Program subsided considerably after 1979. A notable exception occurred a decade later, after his retirement as a full-time instructor. In the spring of 1989 King wrote a controversial article for the *DVC Forum* titled "Some DVC History: Sexual Politics."[27] Prefaced with a remark that its content "may be useful to the committee writing DVC's history [the present volume]," it presented King's recollections of his various challenges to the Women's Program during the 1970s. The bulk of the piece was a retrospective of his satirical challenge (i.e., his formation of the "Other-Sexual Club" described in Chapter Six) to the announcement for a "gay women's rap session" on the bulletin board of the Women's Center in 1974. While King recalled that he had been "appalled by gay bashing" at that time, his 1989 article degenerated into a verbal assault on homosexuality with such comments as "most mothers and fathers think homosexuality is unfortunate, like a club foot," and "it calls for pity and tolerance for poor souls, not hallelujahs for a sex-life often limited to...desperate love-making parodies...." The rest of the article rehashed the highlights of King's HEW grievance (he complained that the ruling "has been generally ignored to this day") and other aspects of his earlier opposition campaign.[28]

If Joe King's motive for writing his provocative "history" of the DVC Women's Program had been to elicit widespread public reaction, then his article failed to achieve its purpose. The next issue of the *Forum* (the last of the semester published nearly three weeks later) was twelve pages long and contained some twenty articles, but only two were addressed to King's piece. One was a sardonic commentary on "Joe's Pen" submitted by Rob Peters, a recently hired DVC counselor. Peters declared that "Joe and his pen have unmasked the many demons and conspiracies [including] the fanatical Feminist conspiracies [and] the grievous gay cartels... that, placed in their proper unbiased historical contexts, threaten to haunt and sully the integrity of Diablo Valley College." Peters thanked King for "enlightening, protecting and deeply moving our collective lower posteriors...."[29]

The second article was a thoughtful review of the history of the DVC Women's Program written by Robin Wolf, one of its pioneers and most energetic participants. Wolf prefaced her remarks by confessing that she had reservations about replying at all to King's article, thinking "why respond and throw fuel on old fire embers." She finally sat down to write her response when reminded by a male friend that new faculty perceptions of DVC are partially shaped by what they read in the *Forum*. Wolf characterized Joe King as "a voice from the fringe" and expressed hope that "this campus had entered an era in which gender degradation was no longer fashionable." She also included in her piece specific stories of former re-entry women who had overcome personal adversity through their educations begun at DVC, and she asserted that their experiences showed her that "a special program can make a difference...."[30]

Whatever the merits of Joe King's challenges over the years might been, the unmistakable success of the DVC Women's Program seemed to validate Robin Wolf's observations. As it blossomed from the mid-1970s through the 1980s, women flocked to the DVC campus in ever-increasing numbers, consistently comprising a majority of the college's day students after 1975.[31] Clearly, the Women's Program had successfully met the special needs and interests of women and had become deeply entrenched in the culture of the college.

Programs for Older Adults

As the college fully developed its Women's Program, it also endeavored to provide educational opportunities for older adults. A DVC Older Adults Program, which officially began in 1975, had its origins in the early years of the 1970s.[32] In the summer of 1972, the California Legislature—taking note of the rapid growth of the state's elderly population as projected into the 1980s—adopted a resolution requesting that the University of California, the state universities and colleges, and California community colleges "examine the adequacy of the programs and curricula now easily accessible to older Californians who wish to pursue higher educational attainments."[33] The following fall semester this task was taken up at DVC under the leadership of Larry Crouchett, Director of Special Programs. Concluding that the college was wanting in this area, Crouchett issued a call to DVC staff to meet and "develop a 'core of courses' especially for those constituents in what we might call the 'golden years.'"[34]

Response from the DVC community was considerable and resulted in the formation of a Leisure Learning Committee, chaired by Economics instructor Carol Johnson and intended to be an advisory group to Crouchett.[35] With support and input from a growing number of interested DVC faculty, the committee worked rapidly to develop a package of "mini-course" proposals. Following approval of the courses by the DVC Instruction Committee, potential older students at the Rossmoor retirement community in Walnut Creek and the Senior Citizen Centers in Walnut Creek, Concord, and Pleasant Hill were polled by on-site recreation directors to determine their preferences among eleven proposed classes. Initial interest focused on five courses—"Enjoying the Theater," "Human Awareness," "The House" (a historical study of home interiors and architecture),"Health" (with an emphasis on health problems and issues for senior citizens), and "Know Your Local Government." In the spring of 1973 these classes were presented as one-unit courses meeting a minimum of fifteen hours over several weeks, and they comprised the first set of offerings by DVC to an off-campus clientele of older citizens.[36]

For the next several semesters, the college continued to conduct an average of five classes at local senior citizen centers, community centers, and Rossmoor. Some were repeated because of their popularity, and others dealing with retirement preparation, reading improvement, consumer economics, and Western culture and philosophy were added. Feedback from the community on these classes and their instructors was quite positive. For example, the recreation supervisor of the Walnut Creek Senior Citizen's Club reported that Frances Prout's course, "Stretching Your Dollars," contained "a great deal of good information, not only in the area of purchasing but also in nutrition."[37] She also praised Bill Smith, instructor of "Know Your Local Government," as "an excellent teacher," and she indicated that "many of the seniors participating in his class have expressed hope that he will be returning in the fall to teach them again."[38]

But despite the early success of the project, the Leisure Learning Committee, now chaired by Social Science instructor John Porterfield, reported to DVC President William Niland in the spring of 1974 that its efforts up to that point had been "sporadic" and "[fell] far short of constituting an 'active' program."[39] To improve the situation, the committee urged the college administration to commission an individual with appropriate authority and responsibility to effectively coordinate and implement the program.[40] Within the year the committee's recommendation was honored with the hiring of Ruth Mary Whelan in a half-time position as Program Coordinator, and the stage was set for an expansion of the effort to provide educational services for older citizens of the community.

Whelan came to DVC with no specific background in the administration of education programs for older adults.[41] She did, however, bring a wealth of experiences well-suited to her new duties at the college. Educated with an M.A. in psychology, she had worked with senior citizens in clinical settings and had performed volunteer work with local mental health agencies. Just prior to her employment at DVC, she had worked in the successful campaign of the first woman elected to the Walnut Creek

City Council.[42] These activities had afforded her the opportunity of establishing numerous contacts in the Central Contra Costa County community which would be useful in enlarging off-campus course offerings in her program.[43]

Under Whelan's leadership, the venture was named the Enrichment Program for Older Adults and moved into the DVC Community Services Office headed by Hal Cheney. In the fall of 1975 a formal bulletin was published for the first time which contained the philosophy of the program. It read, in part

> The philosophy of the College is that there is never an end to the time when individuals can learn...Diablo Valley College provides educational opportunities for all members of the community who are interested in enriching their lives. The College population is no longer predominantly young: older people have more time to pursue studies; retired people have inclinations to continue learning; some people need a re-entry to the world of work...Retirement once meant a withdrawal or enclosing oneself inside. Now the meaning is quite different. The enrichment program for the Older Adult attempts to provide as varied and meaningful curriculum as can be achieved, so that all persons who have a zest for and an interest in additional learning can take advantage of retirement free time.[44]

Consistent with this philosophy, the program was expanded substantially. New credit and non-credit courses were added to the pre-1975 list of offerings in topics such as ornamental horticulture, creative writing, physical fitness, leadership training, and current events. Although a few were conducted on the DVC campus, most of these classes were held off-campus at an ever-expanding array of local venues convenient for older adults. Instructors were drawn mainly from DVC full-time and part-time faculty, while some specialized courses were conducted by local experts. Growth of the program was dramatic; in the fall of 1975, nine classes were offered,[45] and the following spring the number doubled to eighteen.[46] An additional innovation was the college's sponsorship of numerous two-hour "Saturday Seminars" at Rossmoor on a variety of subjects ranging from "Fun After Fifty" to "Questions Answered about Health Insurance" and "Facts and Fallacies about Physical and Mental Disabilities."

But the impressive accomplishments of the Enrichment Program for Older Adults during the mid-1970s were seriously threatened by the passage of Proposition 13. In the summer of 1978 it even appeared for a while that the entire undertaking might be eliminated. During the Proposition 13 crisis, the Community Services Office was closed, and Ruth Mary Whelan was among district personnel terminated by the CCCCD Governing Board. However, with the approach of the fall semester she was invited back to DVC to pick up the pieces of her former program.[47] When she returned, Whelan found that older adult classes would now be administered through the Continuing Education Office overseen by Assistant Dean of Instruction Charles Sapper. She also learned that her position had been reduced from 20 to 12 hours per week and that her program (which would be renamed the Older Adults Program) faced an uncertain financial future.[48]

In spite of the traumatic events of 1978, the enterprise not only survived but it flourished over the next decade. Because of post-Proposition 13 financial constraints and the need for the college to generate state funding by maximizing student enrollments in credit courses, all non-credit classes were eliminated from the offerings. Yet the number of credit courses increased in both number and variety during the 1980s, with an average of 15-20 classes—each with a minimum enrollment of 20 students, some with as many as 45—conducted every semester. As its academic stature grew, more regular DVC faculty were attracted to the program. Several instructors became favorites among continuing older students at places like Rossmoor: Bill Harlan and his classes in Shakespeare, Peggy Radford and her courses in American history, Joe Nystrom and his offerings in humanities. Throughout recent years, moreover, the effort to reach older adults received strong support from DVC administrators, particularly Continuing Education Deans Charles Sapper and Diane Scott-Summers who were willing to promote and expand the program.[49]

As the 1980s ended, the Older Adults Program was firmly planted in the institutional life of the college. Basic course offerings were supplemented with special events such as the sponsorship of all-day workshops for older community residents on the DVC campus. Ruth Mary Whelan's position as Coordinator was upgraded to its pre-Proposition 13 status, and she brought statewide attention to DVC's efforts in this field through her work in the Community College Educators of Older Adults, an organization of representatives from 30 institutions in northern California for which she served as president during the 1988-89 academic year.[50] Interviewed in 1989, Whelan identified new possibilities for growth in the program, especially in the area of pre-retirement classes for the burgeoning corporate areas of the central and southern parts of Contra Costa County. And, as she asserted, "older adults are no longer the 'frail elderly'-...they are more interested in education than any others before them... they want to go back to school."[51] Such realities appeared to insure continued vitality for DVC's efforts to serve the educational needs of older adults.

The Ombudsperson

One of the most distinct examples of the student-centered institutional philosophy of DVC was the development of the post of Ombudsperson. Starting with its inception in the early 1970s, it was also a mark of the uniqueness of the college, since for most of nearly two decades DVC was the only community college in California to have such a position.[52]

The origins of the office of DVC Ombudsperson can be traced to the spring of 1972 with the formation of an ad hoc committee on student appeals procedure under the auspices of the Faculty Senate Council. Amid an environment of lingering student unrest and student demands for more equitable educational processes which characterized many California university and college campuses at the time, the committee had been set up to formulate recommendations for the institutionalization of a student appeal process at DVC. The committee's attention focused on the establishment of an office, to be staffed by a "committee of one," which would be available to hear and, when warranted, act upon student complaints regarding faculty or administrative decisions "which affect the student's academic status."[53] The Ombudsperson could refer complaints to appropriate offices, committees, and personnel, *or* investigate them himself with the power to question appropriate college staff and to have access to relevant documents of the faculty and college. After completing his confidential investigation, the Ombudsperson could make appropriate recommendations for resolution of the student's complaint.[54] The committee concluded its recommendations with the assertion that "the ombudsman [*sic*] is essentially a *student* advocate."[55]

In May 1972, the recommendations of the ad hoc committee were accepted, and the Faculty Senate Council immediately charged the committee with the responsibility of implementing its proposal for creation of the position of Ombudsperson. The urgency of the matter was underscored by the fact that an interim Ombudsperson—counselor Jane Castellanos—was appointed during the six-week period of recruitment for the first person to serve in the permanent post.[56] The selection process was handled directly by the ad hoc committee whose composition was expanded to include student and administrative staff representation. In response to the committee's announcement of the position, over 20 names were placed in nomination by the faculty, student, and administrative segments of the college community from which each segment submitted its top 2 choices to the committee.[57] From the final group of 6 candidates, the committee made its selection of Math instructor Chuck Wheeler as the first DVC Ombudsperson.

Wheeler's appointment marked the beginning of a gradual process of evolution of the position. Early in his tenure Wheeler set the precedent of Ombudsperson accessibility by posting liberal office hours (2-3 hours daily, in addition to appointments), and by sending memos to college staff and student organizations reminding them of his services and characterizing his role as one of "provid[ing] students with a sympathetic ear, a person who will listen and give aid for their grievances when other avenues seem to be blocked."[58] He also established the practice of regular reports to the Faculty Senate Council on the activities of his office in mediating student complaints and making recommendations for strengthening the position and its student-oriented function.

Moreover, during Wheeler's term of office a persistent problem surrounding the Ombudsperson first emerged—the question of reassigned (released) time for the person in the position. Jane Castellanos, Wheeler's interim predecessor, had advised that the Ombudsperson's office "will require a really generous (preferably full-time) assignment."[59] This was hardly the case, as Wheeler assumed the post with *no* provision for reassigned time. The issue quickly surfaced, and by December 1972, the Associated Student Council jumped into the debate by unanimously adopting a resolution urging that the DVC Ombudsperson be granted three hours of released time. In the same resolution the student government body identified the Ombudsperson as "a necessary ingredient within the campus community," a position that "without released time... would vanish and the student population at Diablo Valley College would be deprived of an important segment of due process appeal."[60] Such arguments prevailed, as Wheeler was granted three hours of reassigned time, and eventually as his tenure ended in the spring of 1976, the load reduction for the position was increased to six hours. In subsequent years, however, serious financial constraints would necessitate reduction of reassigned time for the Ombudsperson, prompting the reemergence of this early crucial debate.

Between 1976 and 1980, the position of Ombudsperson was held successively by Les Hatch, a DVC counselor, and Chemistry instructor Wendell Taylor. Following the passage of Proposition 13, during the summer of 1978, it appeared that the office of the DVC Ombudsperson might fall victim in its wake. However, as summer school was canceled, part-time instructors and classified staff were laid off, and "frills" like the Arts and Lecture Series disappeared, the fall semester arrived with the position still alive. At least in this one area, the college's commitment to a student-centered philosophy held firm.

But as with so many aspects of the institution, the full financial impact of Proposition 13 on the Ombudsperson would be delayed until the early 1980s. Wendell Taylor was replaced in the spring of 1980 by Business Education instructor Virginia Brunell, who had applied for the position in response to a job announcement that indicated six hours of reassigned time.[61] She served as Ombudsperson for two years, but decided to resign with one year remaining on her term in the face of a District decision to reduce the position's reassigned time to three hours and to reduce the Ombudsperson's weekly student contact hours from six to three. The District's action had been prompted by increasing financial pressures, and Brunell's reaction, followed by the unwillingness of any eligible instructor to assume the post as her replacement, left the position in limbo as it remained vacant during the fall 1982 semester.[62]

While the Dean of Instruction's office temporarily handled all student complaints in the absence of an ombudsperson, the crisis generated strong reaction within the campus community. The Faculty Senate adopted a forcefully worded resolution in which it went on record as "opposing this down-grading of the office" and "resolved not to participate or select an ombudsperson for DVC until the deleted hours are returned and the up-grading of this position is in effect."[63] The Senate action was vigorously affirmed in bluntly stated *Enquirer* editorial in which the student newspaper asserted that it was "a disservice to the students of DVC to be denied access to informal, impartial mediation" provided by the Ombudsperson. It further demanded a reversal of the District's policy of reducing released time so that a new Ombudsperson could be appointed, and it concluded by declaring that "if the administration actually conceives, as the college catalog states, 'the heart of the school to be the student,' then the administration must give its heart a voice."[64]

Two important decisions resulted from this controversy. One was a compromise which provided that the next Ombudsperson would receive six hours of reassigned time if the faculty member had a teaching load of 18 hours or more, and three hours would be granted for all others.[65] The other was a modification in the Faculty Senate bylaws which expanded eligibility for the position to retired DVC faculty,[66] presumably expanding the pool of potential applicants. The stage was set for the selection of a new Ombudsperson, and the process was undertaken by the Student Personnel Committee so that the position could be filled by the spring 1983 semester.

The new choice as Ombudsperson was English instructor David Baren. In the twilight of a 23-year teaching career at DVC, Baren seemed a natural candidate for the position—someone who was well-acquainted with all aspects of the campus community and who could continue in the newly defined post into his retirement years. He handled the responsibilities of Ombudsperson with considerable energy, maintaining high visibility and accessibility and processing nearly 150 student complaints in each of his first two years on the job.[67] His proficiency in the position was affirmed in 1985 as he was reappointed for another term, and during that span the volume of student complaints processed by Baren continued to grow.[68] Baren's tenure was now the longest in the history of the post, and for much of the 1980s his name was synonymous with the office of the Ombudsperson.

Although David Baren did note that the criticisms he heard from students concerned a very small proportion of the instructional staff,[69] the large number of student complaints he handled was consistent with considerable student use of the Ombudsperson's office since its inception in the 1970s. Baren's predecessors noted in their reports to the Faculty Senate similar numbers of cases, with Virginia Brunell citing 154 in the fall 1981 semester[70] and Wendell Taylor reporting in 1978 that he had an average of one contact per day.[71] Throughout the life of the Ombudsperson's office, there emerged a clear pattern of the kinds of complaints lodged by students against DVC staff. The most common grievances related to grade disputes; another major area was instructional quality, with students noting such problems as the instructor being too hard or too easy, the instructor failing to return papers and exams, the instructor not being prepared for class, and the instructor failing to keep appointed office hours. Less common but occasional complaints in the area of teacher/student relations included sexual harassment, the use of offensive language by the instructor, instructor rudeness, and verbal abusiveness. Random grievances ranged from "instructor lectures in monotone" to "instructor tries to politically brainwash."[72] In addition, complaints not related to instruction such as registration and transcript problems, parking ticket protests, and theft would sometimes be brought to the Ombudsperson.

In the spring of 1989, David Baren was selected to serve yet another term as Ombudsperson. By this time, more changes had been made in the position by the Student Services Committee (formerly the Student Personnel Committee). Potential candidates could now be drawn from current full-time faculty, retired faculty, *and* retired administrators. The Ombudsperson would no longer be provided with released time, but would be compensated at an hourly rate of pay. Moreover, the post appeared to have acquired a broadened role since the Ombudsperson would now be required to hear complaints about staff decisions which might affect the student in *any* way—not simply decisions affecting "the student's academic status" as had been the case in the past.[73] Thus, as DVC entered its fifth decade of operation, the position of Ombudsperson continued to evolve as it remained an important part of the college.

The Center for Higher Education

For over two decades the CCCCD showed an interest in accommodating the burgeoning population and economic development of the southern section of Contra Costa County with some sort of higher educational facility. As early as the mid-1960s, the District had planned to establish a separate college campus in the San Ramon Valley area, but following defeats of implementing bond issues and in the face of increasing political pressure from the eastern portion of the county, Trustees decided by the end of the decade to abandon the South County proposal in favor of the creation of a third district campus in Pittsburg.

Following the opening of Los Medanos College in 1974, the District once again set its sights on the Danville-San Ramon area, this time pursuing a plan to initiate a South County facility as an adjunct of the DVC campus. At this juncture the establishment of such an off-campus center was seen as a way of alleviating a serious overcrowding problem developing at the college (in the fall 1976 semester DVC's headcount had reached a record 19,115). It was also viewed as a means of accommodating the needs of area residents who faced a round-trip of up to 40 miles on crowded roads in order to pursue their studies in Pleasant Hill.

Shifting some of DVC's course offerings to the South County also carried some financial incentives, as it was seen as a method of attracting the enrollment of more of the area's potential students who might otherwise not identify with the distant main campus.[74] Some attention was paid to securing a permanent location for the proposed facility, but a plan to buy the old Breuner's furniture store in San Ramon was eventually abandoned because of excessive cost. By the late 1970s, any chances of obtaining such a site were precluded by the financial constraints which followed the passage of Proposition 13. For the time being, the college could operate its fledgling South County program only through the offering of a limited number of courses at area satellite locations, principally California High School and San Ramon Valley High School.

While the effort to bring DVC to the South County barely survived through the early 1980s, the program was rejuvenated in 1984 under the new presidency of Phyllis Wiedman. The college now embarked upon an energetic and aggressive plan to expand satellite location course offerings considerably for the 1984-85 academic year as a prelude to establishing a major off-campus site in the Danville-San Ramon area. The major objective of the renewed venture was indicated by Wiedman as she asserted, "We're really hoping to reach a population that doesn't come here [to the Pleasant Hill campus] because it's too much trouble."[75] The population to which she referred was a rapidly-growing concentration of residents along the I-680 corridor between Highways 24 and 580 projected to reach 100,000 by the mid-1990s. In addition to drawing new students from large residential and office park developments such as those planned for Bishop Ranch in the San Ramon Valley, the college sought to reclaim many area students who had already opted to attend more conveniently located classes at Chabot College's Livermore campus. The effort bore immediate fruit, as a dozen late-start fall semester classes drew approximately 300 students, and an expanded and vigorously marketed spring semester schedule of full-term courses attracted some 700.[76] The stage was now set for a dramatic expansion of the program.

The spring and summer of 1985 witnessed two key developments in the fruition of DVC's efforts in the South County area. The first was the selection of Bill Harlan, longtime DVC English instructor and veteran advocate of innovation in California community colleges, as the Coordinator of what was now labeled the "South County Center." The leadership post was initially advertised as "a management position similar to that of a Division Chairperson with 50% reassigned time...[to] be determined on an annual basis according to projected needs in South County."[77] Under Harlan's energetic leadership, however, the South County program grew rapidly, and the Coordinator's job was soon upgraded to a full-time administrative position.

The second major event was the consummation of an agreement between DVC, UC Berkeley Extension, and Cal State Hayward to embark upon a cooperative venture to offer lower- and upper-division courses in a common south county facility. A joint DVC faculty/administration committee undertook the search for an appropriate site, first inspecting "surplus school rooms and abandoned pizzerias"[78] and ultimately securing a 7,500-square-foot building located in the Bishop Ranch Business Park in the San Ramon Valley. After the other institutions were brought into the scheme, the facility was named the Center for Higher Education (CHE). This unique enterprise—the first time ever that classes would be offered jointly by California's three segments of higher education[79]—had been spearheaded by Coordinator Harlan and Dr. Terry Shoaff, DVC Dean of Student Services. Modeled after a similar undertaking Shoaff had observed some years earlier in Colorado, the new Center addressed the college's pressing concerns over generating additional student enrollment and relieving south county students of the difficulty of making the trek to Pleasant Hill on intolerably congested highways.[80] The unusual collaborative effort also allowed the three participating institutions to lease an attractive facility which individually none of them could have afforded. Moreover, according to Harlan, "It gave our initial efforts instant acceptance and generated widespread public interest because of the unusual partnership."[81]

Starting in the fall of 1985 as a hastily designed facility furnished with "borrowed desks and folding chairs,"[82] CHE was developed into a handsome and well-equipped site boasting five classrooms, a large computer laboratory, two offices, and a reception area. In certain respects, the Center operated simply as an extension of the main campus, offering DVC students general-education courses in a variety of disciplines as well as providing them with drop-in counseling, on-site registration, and a local bookstore. Yet, in many ways, DVC's CHE operation was unconventional and innovative. Right from the outset, for example, heavy emphasis was placed on providing a business-related curriculum relevant to the south county clientele surrounding the Center. Often the meeting times and lengths of DVC courses were altered to fit the unique needs of the local business population, typically being concentrated into extended late-afternoon, evening or weekend formats rather than traditional 18-week semester patterns or being offered during lunch hours.[83]

As CHE rapidly gained legitimacy in the local business community, an increasingly important part of DVC's operation was in the area of contract education.[84] By the fall of 1987, the Center had developed a Business Training Program in which local companies paid DVC directly to conduct one- and two-day workshops on relevant topics or to provide specialized courses in such areas as computer training, speech, and management. An educational services director for P.G.& E. recognized DVC's effectiveness in this type of instruction when she asserted, "You're right on the cutting edge with this new program. It's very exciting to find an academic institution meeting the challenges which face businesses in training workers."[85]

Besides being drawn substantially from the local business community, DVC's CHE students tended to be different from more traditional students in other ways as well. They were often older (averaging over 30 years of age), more educated (some 20 percent already had a college degree), female (72 percent were women in 1987-88), and employed full-time and thus likely to take classes part-time during late-afternoon and evening hours.[86] This non-conventional clientele presented some difficulties for the program, particularly a lack of student enrollment in general education courses offered during the day. This problem was alleviated somewhat through aggressive marketing as increasing numbers of 18 and 19 year-old south county students were convinced of the convenience of taking day classes closer to home.[87]

While CHE continued to operate into the late 1980s as a viable and mutually-supportive joint venture between DVC, Hayward State University, and UC Berkeley, DVC emerged clearly as the principal institution in terms of the number of courses offered and students enrolled. A combination of innovative programs, a core of traditional curriculum, and continued use of supplemental local sites away from the Bishop Ranch facility promoted impressive growth in the South County program. By the spring of 1987 and every semester thereafter, the number of scheduled DVC classes was consistently over 100 per semester and the number of CHE students grew in almost staggering proportions. In barely two years of operation, enrollments had reached over 3,000, and by the spring term, 1988, the total had swelled to some 5,100.[88] Equally impressive was a solid record of efficiency and cost effectiveness, as CHE generated better than $500,000 in revenue over expenses in 1987-88.[89]

As CHE completed four years of successful operation in the spring of 1989, DVC's presence in the San Ramon Valley had been irrevocably established. Continued growth of the program in this dynamic area of the county appeared inevitable. As Coordinator Bill Harlan stated, "Eventually, DVC will have to make a commitment to some type of permanent facility in the San Ramon Valley. The opportunities are tremendous. We have come too far now to go back."[90] Such an observation might well have predicted the eventual establishment of a fourth CCCCD campus as an outgrowth of DVC's South County venture.

The London Program

In the 1980s DVC's academic offerings were not only extended to other parts of Contra Costa County, but they were also carried to other parts of the world. In 1985, CCCCD Chancellor John Carhart provided the impetus for the creation of a district foreign study program in London.[91] He had become acquainted with a similar effort recently undertaken by the San Mateo Community College District—the first such venture for a community college in the United States—and he imparted the idea to the District's three college presidents at the beginning of the 1985-86 academic year. He proposed a program, to be modeled after San Mateo's, which would present an unusual opportunity for foreign study to CCCCD students heretofore available only to their university counterparts. At its inception, moreover, the London Program was viewed as an important first step toward the District's eventually offering similar programs in other foreign countries.

The proposal was introduced to the DVC community by Dr. Phyllis Wiedman at the first division chairperson's meeting of the fall 1985 semester.[92] It generated immediate interest at the college as Dean of Instruction Charles Sapper, Social Science Division Chairperson Dick Dudley, and United Faculty Vice President John Shumway stepped forward to represent DVC on an emerging district planning committee. By early November, the London Learning Center Committee had drawn up guidelines for the program and had convened an informational meeting for interested faculty at Contra Costa College. The San Pablo gathering included an appearance by Ron Koehn, a representative of the American Institute for Foreign Study, who was to be a key figure in coordinating the efforts of the District and his sponsoring organization for the full development of the enterprise.

Final plans drawn up in the fall of 1985 called for a pilot 1986-87 program comprised of three district instructors and at least 65 district students to be conducted on the campus of the Maria Assumpta Pastoral and Educational Centre in Kensington Square, in the center of one of London's most fashionable districts. For a basic cost of $4025, eligible students (with a 2.0 GPA in at least 12 units of college work) were offered a package that included room and board, tuition, round trip air fare, and membership in the University of London and Imperial College student unions. Financial aid for up to $3500 would be made available for those who qualified.

Consistent with original Committee guidelines calling for " a suitable curriculum [that] takes advantage of the London British environment,"[93] all participants would be required to take a three-unit course in British Life and Culture as part of a mandatory 15-unit load which would include offerings in history, politics, economics, international relations, literature, drama, humanities, and the behavioral sciences—most conducted with an emphasis on their relevance to the English venue. Classes dealing with specific sciences and technical vocations were ruled out of the program, according to Dean Sapper, because of "abominable lab conditions" at the London site.[94] In addition to the basic academic curriculum, participants would be offered a rich array of non-traditional learning experiences including local and continental travel opportunities as well as social/cultural events at substantially reduced rates.

Even as the London Program was in its early stages, a clear pattern of DVC's preeminent role in the district enterprise was evident. The faculty selected for the first semester of London classes, for example, were all from DVC, with counselor Susan Lundgren named the first on-site Coordinator and instructor in behavioral sciences, joined by History instructor John Shumway and English instructor Bob Dantzler. For every subsequent semester through the 1989-90 academic year, at least 2 of the 3 teaching positions were staffed with instructors from the Pleasant Hill campus (in 1987-88 all six slots were assigned to DVC staff), and every on-site coordinator and in-district student recruitment coordinator came from DVC. Moreover, of some 120 students who enrolled in the London Program the first year, the overwhelming majority were drawn from DVC—a pattern which would continue unaltered for every year thereafter. By the fall of 1987, DVC's predominant role was reflected in District recognition that the venture had essentially evolved into "a DVC program,"[95] and program management was turned over to the college.[96] Subsequently, DVC president Phyllis Peterson was selected to preside over a London Faculty Selection Committee on which DVC enjoyed greater representation than the other colleges in the District.

The crucial challenge of attracting a steady flow of students to the London Program was ably handled by the early student recruitment coordinators at DVC. Brian McKinney, the first person to occupy the position, set the tone by energetically recruiting students in a variety of ways, including direct mailings, stories in the *DVC Enquirer* and county newspapers, posters, brochures, and informational meetings. He also made direct appeals to CCCCD faculty, stressing that "the best contact the District has with its students is made by [teachers] in [their] classrooms," and adding that he needed teacher support "in presenting the semester-in-London program to [their] students."[97] As a DVC London faculty member during the second year of the enterprise, McKinney taught a magazine writing course in which students produced *Cheers*, a publication filled with practical tips for future London students and delightful tidbits about British culture which made a significant promotional contribution to the program. Gary Budd, McKinney's successor, continued to employ earlier recruitment methods and further innovated through his assisting in the production and presentation of a promotional video. Entitled "Our London," the video depicted the life of DVC students during the first semester of the program and stressed the "invaluable" life experience that could be gained from study in London. In addition, coordinator Budd emphasized the availability of various financial aid options for participants such as grants and guaranteed student loans.[98]

Perhaps the best promotion of the London Program came from the words of participating students. Three times during the first two years of the program the *DVC Enquirer* ran a series of articles on student experiences in London based on "letters home" and reports filed by DVC students in the role of "foreign correspondents." Early reports were quite favorable, as students commented on "fantastic" European tours before they arrived for London classes, the fact that "there is so much to do and see here," an "incredible" performance by the Royal Shakespeare Company, and the "amazing [presence of] some seven thousand pubs in London."[99] Subsequent correspondence was at times more tempered—one student stressed that London has "its good points and bad points," prompting him to develop a "love/hate" relationship with the English capital[100]—but the overall tone of the reports continued to be unmistakably positive. One returning student shared her London experiences in a feature article in the *Contra Costa Times* in which she commented on how "it was wonderful to get so close" to Shakespeare through trips to London theaters and Stratford-Upon-Avon, and she confessed that "my husband and I took out a loan so that I could go on this trip, and it was worth every penny."[101]

Returning DVC faculty presented their own assessments of the London experience. On-site Coordinator Susan Lundgren offered a balanced evaluation of the program's first year as she noted student complaints about food, housing, and the high cost "of everything" and faculty laments over housing, manual typewriters, and classroom sessions frequently disturbed by passing Tube trains. Yet she suggested a personal "bottom line" as she reflected on the impact of the experience on her students: "Watching their growth, their amazement as they saw the wonders of London and England, their tears and hugs at the final farewell party...there was no way I could question the value of this program. For me this is what education is all about—growing, changing, experiencing."[102] Brian McKinney, writing three semesters later, shrugged off several cultural shocks resulting from his year-long stay in England and concluded that "I loved it, and I particularly enjoyed looking at an alien culture through American eyes and at America through British eyes...."[103]

The great majority of the students in the London Program were young adults, and several of their parents were moved to express their impressions of the impact of the experience on their children. While one county couple thanked DVC and its London Program for providing their son "with such an enriching and meaningful educational experience,"[104] some of the most positive parent reactions came from DVC staff members who had sent their children to England. Instructors Clark Sturges and Debby Silvey and President Phyllis Peterson all wrote extensive articles for the March 4, 1988, issue of the *DVC Forum* in which they identified common effects of the London experience on their children. These included new-found confidence, broadened horizons, increased maturity, and greater motivation to succeed in academic work. Peterson concluded her article by asserting: "As a parent, I couldn't be more pleased!"[105]

While the London Program enjoyed considerable success in its early years of operation, it was not without its problems and controversies. Even in its planning period, significant reservations with the entire concept were expressed in several quarters. Some members of the DVC community had serious concerns about how the program might comport with the collective bargaining agreement, particularly in the area of teacher load. Others strongly questioned the value of the proposed venture for ethnic minorities who might be less able to afford the cost of enrollment or for math and science students who would find few if any course offerings in London relevant to their majors.[106] Anticipating a low financial return from such a potentially expensive program, many argued that the resources of the District could be better spent elsewhere.[107] While the effort went ahead in 1985, many of these concerns continued to daunt the program. During the 1987-88 academic year, the deliberations of The London Program Evaluation Committee included renewed concerns about the cost of the program and its relevance to students not majoring in liberal arts.[108] Some adjustments were made, such as allowing CCCCD students to take math and science courses from any other community college operating in London. And while the high cost of the London Program was openly acknowledged, it was decided that its continuation was justified in light of its undeniable educational value.

Other difficulties plagued the London Program as well. A near tragedy beset the enterprise before the first classes were taught as History instructor John Shumway suffered a serious heart attack during a pre-semester sojourn in Amsterdam in the fall of 1986. Shumway was forced to return home (he did return later to teach in London in the fall of 1988), and the first classes in British Life and Culture and related social science disciplines had to be taught by a makeshift faculty drawn from local London instructors. Ironically, a similar scenario unfolded one year later when DVC History instructor Don Glenn was stricken by a life-threatening pre-stroke condition after the first week of London instruction and was forced to rush home for medical treatment. Once again, affected classes were covered by emergency instructors, although Glenn's recovery was sufficient to permit his return to London after four weeks, thus allowing him to successfully complete the fall semester and remain for the spring term as scheduled.

In the 1988-89 academic year a potentially devastating development shook the program as student enrollment in London plummeted. In the first four semesters of the operation, no fewer than 48 students had enrolled in the London Program, but only 26 students participated in the fall of 1988. Several factors may have accounted for the precipitous decline: the stock market crash of October, 1987, the weakened U.S. dollar which drove up the cost for participating students as much as 30%, and the relatively narrow London curriculum despite some attempts to expand course opportunities.[109] As a result, the number of CCCCD instructors was cut from 3 to 2 for the first time in the brief history of the program. By the following spring, however, a stronger U.S. dollar in Europe was credited with stimulating a substantial recovery in enrollment, with 51 students still paying over $6000 for their one semester in England.[110] Thus, while the London Program appeared to be stable and capable of sustaining student interest as it continued into the 1989-1990 academic year, the difficult experience of the fall 1988 semester revealed the vulnerability of such enterprises to the vagaries of the U.S. and international economies.

The success of the London Program provided the foundation for expanded overseas study opportunities for DVC students. In the fall of 1988, Dean of Instruction Charles Sapper spent part of a sabbatical leave investigating the possibility of establishing a DVC program in Dublin, Ireland. His efforts led to the development of an Irish Studies Program which successfully conducted its first offering in the summer of 1989 with English Division Chairperson John Spanger leading 14 students on a three-week Irish Literature study tour. In the spring of 1989, the Faculty Senate formed a DVC Overseas Study Committee which was charged with the task of long-range planning and organization of future DVC overseas study endeavors.[111] Exciting opportunities for DVC students and faculty likely lay ahead, as attention centered on continuing the London and Dublin ventures and extending DVC's presence to such places as Paris, Japan, and Taiwan.[112]

DVC as a Transfer Institution

Although most DVC students did not have the financial resources or the inclination to study overseas, many did aspire to further their educations at four-year institutions. As reported in Chapter Three, many DVC students of the 1950s had chosen to attend the "junior college" for a year or two before transferring to a state college or a campus of the University of California. For some it was limited financial resources that made this course of action mandatory;[113] for others it was a matter of not having adequate high school preparation or achievement to be admitted directly to a four-year institution, and for many who were accepted but decided not to go it was simply a desire to start collegiate course work close to home. More than a generation later a considerable number of DVC students of the 1980s—while markedly different from their predecessors in many ways—still opted to attend DVC first, often for the same reasons. In fact, so common was this practice at the college during the 1980s, that DVC developed a reputation among California's community colleges as the "top transfer institution" in the state.

To be sure, DVC's transfer statistics during the decade justified this prestigious position. For every year from 1981 through 1986, the college sent over 1,000 total students to the UC and CSUC systems, consistently surpassing all other California community colleges, larger and smaller, in that function.[114] The most impressive year was 1985, when DVC transferred 1,045 students, 216 to UC campuses and 829 to campuses of the state university.[115] In commenting on these statistics, DVC Dean of Instruction Charles Sapper noted that "the final [1986] report of the [state] Commission for the Review of the Master Plan for Higher Education emphasizes the transfer program as a primary mission for community colleges. When our record is spread upon the table we need tip our hat to no other community college in the state of California!"[116]

A further distinction derived from these figures was that DVC emerged as the top "feeder" community college for the University of California at Berkeley, averaging more than 100 student transfers per year during the 1980s.[117] In the fall of 1985, this role was enhanced by the implementation of the Cooperative Admissions Program (CAP), a joint effort with the Berkeley campus designed to guarantee transfer students a place as juniors at the University if they successfully met prearranged course requirements and earned a minimum 2.4 GPA while pursuing their first two years of scholastic work at a community college.[118] This innovative program resulted from an enrollment crunch plaguing UC Berkeley in the mid and late 1980s which witnessed the rejection of thousands of eligible freshmen applicants a year because there was simply no room to accommodate them in "impacted" (i.e., highly demanded) major fields.[119] Initially, DVC was part of a select group of four Bay Area community colleges that undertook this program on an experimental basis;[120] the cooperative venture proved to be very workable, and it was expanded in 1986 to another twelve institutions, including Los Medanos and Contra Costa Colleges in the CCCCD. By the fall of 1989, CAP had been enlarged to encompass some 34 community colleges from the northern, central, and southern sections of the state. And still DVC sent the greatest number of transfer students to Berkeley.

In May of 1986, the *Contra Costa Times* ran a feature article on typical DVC-Berkeley transfer students of the 1980s.[121] Three such individuals were profiled. The first, Conrad Pinoni, was an 18-year-old freshman who was "humbled" by a UC Berkeley rejection resulting from his applying for admission in an impacted major. While he was given the option of attending another UC campus, he chose to enroll at DVC under the Cooperative Admissions Program. Conceding that he entered with misgivings and believed that courses at DVC would be a "step below anything at UC Berkeley," he asserted after two semesters at the Pleasant Hill campus that he had "no regrets about coming here." He added that "financially it's a great deal, only $50 for a full load of courses...educationally, they make you work just as hard as if you were going to a state university or UC."

The second featured student was 19-year-old Steve Kent. After graduating from a prestigious private high school in Hawaii in 1984, he was accepted at UC Berkeley but decided to defer college for one year. When he reapplied in 1985 he was denied admission because of a lack of space. Kent then proceeded to move to Concord and attend DVC as a CAP student on the advice of a UC official who identified the institution as the "Bay Area's best community college." After a year at DVC, Kent commented that he was glad not to have been "thrown into the Berkeley zoo." He further noted, "My friends there didn't get any of the classes they wanted during the first two semesters, whereas I got everything I wanted."

The last profiled transfer student was Heather Helferty, 18, who had graduated from a local private high school and was accepted for admission to UC Berkeley as a freshman. Instead of enrolling immediately at the senior institution, however, she opted for the CAP program at DVC. She offered several reasons for her decision: an easier transition to the rigorous Berkeley academic life, fewer social distractions, inexpensive fees, and smaller classes at DVC. The latter reason was particularly important for her as she stated, "One of my friends at Cal says she never talks to her chemistry professor."

While a substantial majority of DVC's students in the late 1980s were not transfer students, the college nonetheless retained its status as the preeminent transfer institution among California community colleges. Moreover, new developments pointed toward a likely expansion of DVC's transfer function in the future. In 1988, the CCCCD arranged with UC Davis to establish a "transfer admission agreement" program, providing DVC students with a transfer option similar to the Cooperative Admissions Program with the Berkeley campus.[122] And in 1989, it appeared that the state legislature was moving toward a statutory expansion of the number of slots at UC for community college transfer students, its goal being to provide university placement for every qualified student in the 1990s and beyond.[123] Thus, it seemed that DVC's role as a transfer institution would be more important than ever for local students pursuing higher educational goals.

Notes to Chapter Ten

1. While DVC's student population by the end of the 1980s was still primarily white, it was more ethnically diverse than the college's Central Contra Costa County service area (whose population was nearly 90 percent white). Between 1981 and 1989, the percentage of Hispanic students increased from 3.7 to 5.6 and the number of Asian students grew from 3.5 percent to 8.3 percent of the student body. Black representation in the student population increased only slightly from 2.2 percent to 2.7 percent. "Ethnic Composition," *Enrollment Trends 1980-1986,* Prepared by Les Birdsall, Director of Research. *Race/Ethnicity of Diablo Valley College Students,* Office of District Research, CCCCD, January 1989.
2. DVC president William Niland reported 21 men and 370 women in the program in 1976, 50 men and 235 women in 1977, and 4 men and 138 women in the fall semester of 1978. *Martinez News-Gazette,* June 5, 1979. Social science instructor Robin Wolf, who taught re-entry classes until the late 1980s, indicated that most students drawn to the program were women. *DVC Forum,* May 16, 1989.
3. Robin Wolf, "The Re-Entry Woman: Who Is She?" *DVC Forum,* June 7, 1974.
4. *Ibid.*
5. "Women's Programs: Another View," *DVC Forum,* May 16, 1989.
6. *Diablo Valley College 1989-1990 Catalog and Announcement of Courses,* p. 20.
7. "Women's Center: A Place to Pause Before Going On," *The Concord Transcript,* November 28, 1977.
8. "Not For Men Only," *The DVC Enquirer,* September 12, 1986.
9. Pam McNeilly. Interview with Greg Tilles, June 5, 1989.
10. *The DVC Enquirer,* October 4, 1985.
11. *The Tri-Valley News,* October 31, 1975.
12. *The Concord Transcript,* November 28, 1977.
13. *The DVC Enquirer,* May 6, 1977.
14. *Ibid.*
15. *Ibid.*
16. HEW report quoted in "DVC Must Warm to Male Students," *The Contra Costa Times,* June 7, 1979.
17. *Ibid.*
18. *Ibid.*
19. *Ibid.*

20. "DVC Center's New Image," *The Oakland Tribune*, October 6, 1979. Reprinted in the *DVC Forum*, October 19, 1979.
21. *Diablo Valley College 1989-1990 Catalog and Announcement of Courses*, p. 26.
22. *The Contra Costa Times*, June 7, 1979.
23. *The Oakland Tribune*, June 25, 1979.
24. Quoted in *The Contra Costa Times*, June 7, 1979.
25. *Ibid.*
26. "Men Face Discrimination, HEW Says," *The Martinez News-Gazette*, June 5, 1979, p. 2.
27. *DVC Forum*, April 28, 1989.
28. *Ibid.*
29. *DVC Forum*, May 16, 1989.
30. "Women's Programs: Another View," *DVC Forum*, May 16, 1989.
31. In 1975, there were 6,004 women and 5,565 men enrolled in day classes. In 1979, there were 5,760 women and 4,982 men; in 1983, there were 6,141 women and 5,513 men; in 1988, there were 7,207 women and 6,282 men. *Enrollment by Gender, 1952-1988*, Prepared by Les Birdsall, Director of Research, July 12, 1989.
32. From the outset of efforts to develop a program at DVC in this area, "older adults" were defined as men and women over 50 years of age. Most served by the program through the 1980s, however, were over 60 years of age.
33. Assembly Concurrent Resolution No. 127—Relative to the elderly population of California, August 2, 1972.
34. Memo from Lawrence Crouchett, Director of Special Programs to all faculty, September 25, 1972.
35. The other original members of the committee were Harriet Middleton, Sara Zaremba, Frances Prout, Evelyn Radford, Rosemary Hall, Neil Kirschner, and Elizabeth Johnson.
36. Memo from Carol Johnson to the Committee on Leisure Learning, April 4, 1973.
37. Letter from Louise M. Gillette to Mr. Larry Crouchett, May 23, 1973.
38. *Ibid.*
39. Memo from the Leisure Learning Committee to President William Niland on Educational Services for Older Citizens, May 24, 1974.
40. *Ibid.*
41. Ruth Mary Whelan. Interview with Greg Tilles, May 25, 1989.
42. *Ibid.*
43. *Ibid.*

44. Bulletin of the Enrichment Program for Older Adults, Diablo Valley College, Fall 1975.
45. *Ibid.*
46. Current Class Schedule, January-June, 1976, Diablo Valley College Enrichment Program for Older Adults.
47. Ruth Mary Whelan. Interview.
48. *Ibid.*
49. *Ibid.*
50. *This Week at DVC,* April 25, 1988.
51. Ruth Mary Whelan. Interview.
52. During part of the 1970s, West Valley College had an Ombudsperson. According to David Baren, who served as DVC's Ombudsperson for much of the 1980s, DVC was the only community college in the state to have one during the latter decade. See "Ombudsperson Mediates Student Rights," in *The DVC Enquirer,* September 18, 1987.
53. Report of the Ad Hoc Committee on Student Appeals Procedure to the Faculty Senate Council, May 1, 1972.
54. Report of the Ad Hoc Committee on Student Appeals to the Faculty Senate Council, May 1, 1972. "Ombudsman Job Description" published by the Diablo Valley College Faculty Senate, June, 1972.
55. Report of the Ad Hoc Committee on Student Appeals Procedure to the Faculty Senate Council, May 1, 1972. Italics added.
56. During that brief span of time Castellanos handled seven student-initiated cases, most dealing with the question of student grades. See Interim Ombudsman Report to Wendell Taylor and the Senate Faculty Ad Hoc Committee on Student Appeals, June 15, 1972.
57. Memo from Wendell Taylor to Nominees for Ombudsman, June 7, 1972.
58. Memo from Chuck Wheeler, Ombudsman, to Faculty, Staff, Administrators, Student Council, November 13, 1972.
59. Interim Ombudsman's Report to Wendell Taylor and the Faculty Senate Ad Hoc Committee on Student Appeals, June 15, 1972.
60. Memo from Gerald Lively, President Associated Students, to Wendell Taylor, president Faculty Senate, January 2, 1973.
61. Memo from the Student Personnel Committee to DVC Full-Time Faculty: Application for Ombudsperson Position, March 26, 1980.
62. *The DVC Enquirer,* October 15, 1982.
63. Quoted in *The DVC Enquirer,* October 15, 1982. The resolution had been adopted at the September 9, 1982 Senate meeting.
64. *The DVC Enquirer,* October 15, 1982.

65. Memo from the Student Personnel Committee to Full-Time Faculty, January 5, 1983.
66. Memo from the Student Personnel Committee to the Faculty Senate Council, September 24, 1982.
67. *The DVC Enquirer*, September 16, 1983, October 26, 1984.
68. In 1985-86, Baren handled 160 complaints. In 1986-87, the number totaled 156. See *The DVC Enquirer*, October 24, 1986, and the Faculty Senate Council Minutes, October 13, 1987.
69. *The DVC Enquirer*, September 27, 1985.
70. Ombudsman Report from Virginia Brunell to Bill Tarr, Faculty Senate Council, Verle Henstrand, Student Personnel Committee, January 29, 1982.
71. Report of the Ombudsman, Wendell Taylor, November 2, 1978.
72. See Ombudsman Report from Virginia Brunell to Bill Tarr, Faculty Senate Council, Verle Henstrand, Student Personnel Committee, January 29, 1982.
73. Memo from the Student Services Committee to All DVC Full-Time Faculty, Retired Faculty or Administrators regarding Application for Ombudsperson Position, March 23, 1989.
74. *Proposal for Establishment of an Off-Campus Center in the San Ramon Valley Area*, Fall, 1976.
75. Quoted in *The Contra Costa Times*, October 21, 1984.
76. "CHE Estimated Enrollments," in *Report on the Center for Higher Ed 1987-1988*, October, 1988. Prepared by Les Birdsall, Director of Research.
77. *Announcement of the Position of South County Coordinator*, May 3, 1985.
78. Bill Harlan, "San Ramon Update," *DVC Forum*, September 25, 1987.
79. "New Higher Education Center Opens," *California Community College News*, March, 1986.
80. *The DVC Enquirer*, September 13, 1985.
81. "San Ramon Update," *DVC Forum*, September 25, 1987.
82. "Center for Higher Education 'unconventional,'" *The DVC Enquirer*, February 20, 1987.
83. *Ibid.*
84. *Ibid.*
85. Mary Lee McCune quoted in "San Ramon Update," *DVC Forum*, September 25, 1987.
86. "San Ramon Update," *DVC Forum*, September 25, 1987. *Report on the Center for Higher Ed 1987-1988*, October, 1988.
87. "San Ramon Update, *DVC Forum*, September 25, 1987.

88. "CHE Estimated Enrollments," in *Report on the Center for Higher Ed 1987-1988,* October, 1988. Prepared by Les Birdsall, Director of Research.
89. *Financial Report Center for Higher Ed, 1987-1988,* October 20, 1988. Prepared by Les Birdsall, Director of Research.
90. "San Ramon Update, *DVC Forum,* September 25, 1987.
91. John Shumway. Interview with Greg Tilles, March 20, 1989.
92. Minutes of the Division Chairperson's Meeting, August 21, 1985.
93. Guidelines for the London Learning Center, Recommendations of the London Learning Center Committee, October 29, 1985.
94. Quoted in *The DVC Enquirer,* November 22, 1985.
95. Minutes of the President's Advisory Council, September 3, 1987.
96. Minutes of the Division Chairperson's Meeting, December 9, 1987.
97. Memo to CCCCD Faculty, February 3, 1986.
98. *The DVC Enquirer,* March 13, 1987.
99. *The DVC Enquirer,* November 7, 1986, November 14, 1986.
100. *The DVC Enquirer,* January 29, 1988.
101. Jennifer Chan quoted in *The Contra Costa Times,* April 2, 1987.
102. "Thoughts From London," *DVC Forum,* May 8, 1987.
103. "Stranger in a Strange Land or Do Theatrical Removers Wear Greasepaint?" *DVC Forum,* October 14, 1988.
104. John and Pat Neary, "Letters to the Editor," *The DVC Enquirer,* April 22, 1988.
105. "The London Program: Parent Peterson's Perspective," *DVC Forum,* March 4, 1988.
106. John Shumway. Interview.
107. *Ibid.*
108. *The DVC Enquirer,* February 26, 1988.
109. *The Contra Costa College Advocate,* February 26, 1988.
110. "London Program Numbers Increase," *The DVC Enquirer,* February 3, 1989.
111. The impetus for the formation of this committee was provided by John Shumway, Sue Lundgren, and Brian McKinney, all major participants in the London Program.
112. John Shumway. Interview with Greg Tilles, April 4, 1989.
113. Michael Bigelow. Interview with Ruth Sutter, January 20, 1989.
114. Enrollment Trends, 1980-1986, Prepared by Les Birdsall, DVC Director of Research.
115. *Ibid.*

116. Charles Sapper. "Transfer Statistics," *DVC Forum,* April 11, 1986.
117. *Ibid.*
118. *The DVC Enquirer,* April 26, 1985.
119. *The Contra Costa Times,* May 5, 1986.
120. The other pioneer institutions were San Francisco City College, Laney College, and the College of Alameda.
121. "Students attend DVC while waiting for UC-Berkeley," *The Contra Costa Times,* May 5, 1986. The following account is based on this article.
122. "UC Davis/CCCCD in New Arrangement," *This Week at DVC,* February 29, 1988.
123. "The Blueprint for Community Colleges," *FACCCTS...,* April 1989.

Chapter Eleven

PROFESSIONAL CHANGE AND RENEWAL

Not only did DVC witness a significantly changing student population in recent years, but it also experienced major changes in the professional life of the college. The advent of collective bargaining profoundly altered the relationship between faculty and administration as well as relationships among the faculty and promoted a major transformation of the status and employment conditions of DVC's classified staff. Changes in the traditional college calendar provided new possibilities for professional growth and renewal and afforded opportunities for the integration of a burgeoning new full-time faculty as the institution approached the 1990s in the midst of a great transition.

Collective Bargaining: Faculty

In September of 1975 Governor Jerry Brown signed Senate Bill 160 (the Rodda Act), thereby establishing the legal framework for collective bargaining between California community college boards of trustees and their certificated and classified employees. The stated purpose of the law was

> ...to promote the improvement of employer-employee relations...by providing a uniform basis for recognizing the right of employees to join organizations of their own choice, to be represented by such organizations in their professional and employment relationships with employers, [and] to select one employee organization as the exclusive representative of the employees in an appropriate unit...[1]

As demonstrated in Chapter Four, this political action in Sacramento had been anticipated as much as two years earlier, and the DVC community had already begun to explore various issues associated with collective bargaining and its potential impact on the college. Within a few days of the bill's signing, Bill Harlan and Rich Wilbanks announced in the *DVC Forum* that "collective bargaining is now a reality with which the people of this district must deal this year." They also cautioned that "major new legislation normally gives rise to many questions," and they further asserted that "some answers will be created by our own initiative."[2] Thus the curtain was rising on DVC's adaptation to one of the most significant professional changes in the history of the institution.

The Rodda Act provided for a transition period before it became fully operative on July 1, 1976. As a consequence, the 1975-1976 school year at DVC witnessed substantial campus activity related to interpretation, debate, and implementation of various provisions of the new collective bargaining law. For the DVC faculty, two profound and interrelated issues had to be addressed at the outset. The first was the basic question of whether or not some organization should be designated as the "exclusive representative" of the entire faculty with the authority to negotiate an employment contract for them with the District Governing Board (SB 160 allowed for "no representation" if a majority of instructors supported such a position, in effect opting out of a collective bargaining arrangement). And, if a majority of the faculty favored exclusive representation, the second question would be the determination of which organization would represent all teachers.

The first problem appears to have been resolved rather easily; in the months following the passage of SB 160, there is little evidence in the public debate to indicate major faculty resistance to the notion of exclusive representation. To be sure, some voices of opposition were raised. In a *DVC Forum* article written in the spring of 1976, English instructor Dick Worthen took the liberty of "playing Gallup without a poll" as he asserted, "I think the majority of the DVC Faculty, and probably the other colleges as well, believe...that we do not need collective bargaining in this district." He went on to observe that "we think we have developed procedures collegially, however imperfect, that are superior to what CB [*sic*] can give us."[3] Math instructor Ben Bowen followed with a *Forum* article, entitled "It's (An) S(O)B 160," in which he emphasized the fact that DVC instructors had the option *not* to designate *any* organization for the purpose of exclusive representation and he stated his belief that "the Faculty Senate can go on representing our interests as it has in the past."[4] However, while opposition was expressed, the major attention of the campus community focused not on whether the faculty should be represented in collective bargaining, but rather on what form that representation should take.

With collective bargaining now the law, the approach to faculty representation proposed two years earlier by Wendell Taylor and Rich Wilbanks—namely the formation of a new districtwide organization free of outside ties—was moved to center stage. While plainly compatible with DVC's long-standing traditions of independence and suspicion of outside influences, this approach became especially appealing to most DVC faculty in the aftermath of the passage of the Rodda Act. In the spring of 1976, a number of instructors expressed serious reservations about the behavior of statewide organizations in the scramble to "capture" the right to represent local district faculties as the full implementation of collective bargaining drew near. Two of these associations with local chapters at DVC, the California Federation of Teachers (CFT) and the California Teachers Association (CTA), were singled out, with the latter drawing the bulk of faculty criticism.

Ironically, some of the harshest words were written by DVC teachers who were members of the college's CTA affiliate, the DVC Faculty Association. Bob Flanagan, then Faculty Association treasurer and acting chairman of its executive board, expressed his alarm over "high-handed" tactics used by CTA organizers to form a districtwide CTA chapter with no regard for input from the DVC faculty or participation by the elected leadership of the existing DVC chapter. He asked himself whether he wanted "to continue to be affiliated with an organization which has such little regard for the wishes of the membership and even less regard for democratic processes."[5] Dick Worthen complained of "meddling and mind control" by the "New CTA," as the statewide organization brought outside collective bargaining specialists to DVC to "ready us for the new era" and to tell DVC faculty "how we were expected to conduct ourselves."[6] And Rich Wilbanks observed that his union, the CTA, shared undesirable characteristics with the CFT when he asserted: "They are both geared to the more numerous and lucrative interests of the K-12 segment [of the California public education system]; they are both dominated by hired hands whose self-interest is tied not to the betterment of our situation but to control of the organization and to convincing us that we need them."[7]

As criticism of outside organizations mounted, work proceeded on the formation of a local and independent association to represent the faculty of DVC and the other CCCCD campuses in collective bargaining. From the beginning this district union effort would be dominated by DVC instructors. Virtually all of the work involved in the founding of the organization occurred at DVC during the 1975-1976 school year, with Rich Wilbanks, John Shumway, Bob Flanagan, Clark Sturges, and Bill Harlan all playing major roles in the process. Most of them had previously been active leaders and members of the campus faculty senate.

Conscious of the difficulty of forging a sense of unity among the faculty of a multi-campus district whose colleges had evolved separately and had developed mutual suspicions, these pioneers settled on the symbolically important name of *United Faculty*[8] of the Contra Costa College Community College District for their new organization.[9] In the spring of 1976, they drafted a constitution and conducted a series of open meetings at DVC in order to solicit district faculty reaction and input before completing the final document. The United Faculty constitution provided for an executive board which would come to be dominated by DVC faculty since its seats were allocated on the basis of each college's proportional share of the districtwide faculty. Furthermore, after a brief stint by Contra Costa College Business instructor Glen Davidson as president of the organization in the fall of 1976, all subsequent United Faculty presidents would be drawn from the ranks of DVC instructors. These included Bob Flanagan, later identified as "the father of the United Faculty"[10] (1977-1979), Bill Harlan (1979-1981), Les Birdsall (1981-1985), and Rich Wilbanks (1985-1989). In the spring of 1989, DVC History instructor Marge Lasky became the first woman elected to the organization's top leadership position.

The first task of the United Faculty after its establishment was to gain official recognition as the "exclusive representative" of the CCCCD faculty. Under the terms of SB 160, the organization was required to demonstrate to the District Governing Board that a majority of instructors wished it to be their agent in collective bargaining. This was accomplished convincingly during the spring 1976 semester when a vast majority the District's full-time faculty signed petitions indicating their support for such an arrangement.[11] On May 24, 1976, the CCCCD Board of Governors accepted the organization's petitions as a valid indication of faculty sentiment and voted unanimously to recognize the United Faculty as the teacher's exclusive representative. At this time, the United Faculty was the first organization of its type—locally formed and independent—to be recognized by a California community college governing board.[12]

The early success of the United Faculty in its formation and recognition was tempered by a crisis over the status of DVC division chairs under the new system of collective bargaining. SB 160 had stipulated, in a section of the legislation dealing with "unit determination," that the bargaining unit for instructors had to include "at least all classroom teachers," but would exclude those district employees designated as "management employees."[13] The new law had defined as management "any position having significant responsibilities for formulating district policies or administering district programs"; it further provided that the designation of management positions would be left to the judgment of district governing boards (subject to review by the state Education Employment Relations Board established by SB 160).[14] In the spring of 1976, CCCCD Chancellor Harry Buttimer chose to interpret these provisions of the law broadly. Initially he supported an administrative reorganization plan which would have eliminated the positions of DVC's seven division heads and replaced them with four new assistant deans; however, following strong opposition to this scheme expressed by the DVC Faculty Senate, the emerging United Faculty, and individual instructors, Buttimer recommended and the CCCCD Board of Trustees approved a plan which retained division chairs but designated them as managers.

This action precipitated a major dispute between the United Faculty and the district administration which spanned the entire 1976-1977 academic year. At issue was the unique practice of DVC faculty electing division chairpersons from among their teaching colleagues, a procedure dating back to 1968 with the formal adoption of the division structure (see Chapter Four) and deeply rooted in the even older practice of faculty election of department heads. In April of 1977, in a "special issue on unit determination" of the *DVC Forum*, United Faculty President Bob Flanagan wrote that "this unique kind of faculty participation in the governance of the college has evolved naturally from our beginnings and has contributed significantly to the extraordinary degree of faculty interest and involvement in almost all aspects of the college."[15] He further expressed a personal fear that

> ...if division chairpersons derive their authority from the administration rather than from their colleagues, I don't think I will feel the same commitment as I do now to my division chairperson and therefore to my division. I won't have as much input into the operation of the division and by extension the college. I will feel more like a worker and less like a professional.... DVC will be just another college with lines of authority clearly and tightly drawn.[16]

Reinforcing Flanagan's views, Rich Wilbanks bluntly asserted that Chancellor Buttimer's action had moved him from his earlier "staunch defense of collegiality" to the conclusion that "the administration is not thinking of education at all, but is thinking of the managerial line of authority and of their individual protection." To this Wilbanks added his belief that "the Chancellor has made us into workers...[who] had better be organized as industrial workers because his organizational chart now follows the industrial model."[17]

These harsh assessments of the administration plan reflected a deep sense of frustration felt by United Faculty leaders following months of fruitless efforts to resolve this volatile issue in a manner acceptable to perceived faculty interests. After a strained April 15, 1977, meeting at DVC which ended abruptly when United Faculty executive board representatives informed the Chancellor that his scheme to make division chairpersons part of management was totally unacceptable, the two sides had reached an impasse. They effectively ceased communication and awaited the outcome of a United Faculty appeal of the issue filed with the Education Employment Relations Board. In June, the state board dismissed the grievance. Now, in the face of this unfavorable ruling and continued administration intransigence, the United Faculty leadership relented and agreed to accept the Chancellor's position.[18] The final agreement stipulated that division chairpersons would indeed be members of management, but the district administration guaranteed faculty participation in their selection[19] and a three-year limit on their terms. In addition, DVC department heads would continue to be elected by the faculty and would be included in the faculty unit for purposes of collective bargaining.

While the bitter fight over the status of division chairpersons deeply divided faculty and administration and strained DVC's collegial tradition, the ultimate implementation of the Chancellor's plan did not produce the dire consequences feared by union leaders such as Bob Flanagan and Rich Wilbanks. Commenting on the matter four years later, former United Faculty President Bill Harlan observed that "generally, division heads have been sensitive to faculty concerns while performing necessary administrative work efficiently."[20] And in 1989, after more than a decade of service as a member of the United Faculty executive board including a term as the organization's president, Rich Wilbanks conceded that his concerns in 1977 might have been somewhat overstated and that "significant elements of cooperation between administration and faculty have remained—particularly at the individual college level."[21]

Resolution of the division chairperson issue in 1977 cleared the way for the development of a labor contract between the CCCCD and its faculty. In a process that would last over three years, the United Faculty, as the teaching staff's "exclusive representative," negotiated with representatives of the district administration to forge a wide-ranging collective bargaining agreement.

Initially the union sought a "minimal" or "short" contract which would deal only with "essential" matters like wages, benefits, and grievance procedures. Such a "limited" agreement would be largely predicated on the expectation that the District would continue to operate under existing professional policies; the contract would avoid inclusion of many professional areas allowable within the "scope of bargaining" under SB 160 such as class size, evaluation, leaves, and transfers.[22] This approach was especially attractive to DVC instructors and administrators who sought to reconcile somehow the new reality of collective bargaining with the institution's collegial tradition of communication, democratic process, and mutual good will between faculty and administration in the formulation of professional policies. Dick Worthen clearly reflected this viewpoint at the time when he asserted, "I have not quite given up on the intriguing idea that this school district might develop a new departure that would allow both collective bargaining for narrow and important ends—money—and a continuing collegial structure for our professional life."[23]

Although the United Faculty successfully negotiated a "minimal" contract with the CCCCD in the 1977-1978 school year, the appeal of this type of agreement was shattered by the passage of Proposition 13 in June 1978. During the financially uncertain months which followed the election (as recounted in Chapter Eight), district management undertook a series of unilateral actions detrimental to the professional status of district faculty; these included raising class sizes, increasing teaching loads, canceling sabbatical leaves, revoking released time, and slashing instructional programs. These moves were followed by the summary termination of many part-time instructors and the threat of possible full-time faculty lay-offs. Looking back on this difficult period for instructors at DVC and the other two district colleges, Bill Harlan believed that "the collegial model was now found wanting."[24] He also observed that "suddenly, we discovered how vulnerable we really were without specific legal protections."[25] Acting upon these beliefs, Harlan successfully ran for president of the United Faculty in November 1978 on a platform which identified the new necessity of seeking a "comprehensive" contract with the CCCCD to secure as many legal safeguards for faculty in as many areas of employment as permitted within the scope of the collective bargaining law.[26]

Under Harlan's leadership, the United Faculty moved forward in the spring of 1979 with the formulation of a detailed faculty proposal for a comprehensive contract. Rich Wilbanks was the principal architect of the original document, which was the result of his extensive research into various contracts that might provide models for an agreement appropriate for the CCCCD. Using the "Wilbanks contract" as a starting point, the United Faculty prepared and distributed drafts of the document to every district faculty member for consideration. Numerous public meetings were then held at each district campus to discuss and debate the proposed agreement and written input was solicited from the faculty. Once the draft was revised into its final form, it was printed and distributed to instructors for yet another review. This unique process of public formulation of the contract proposal lasted over two months and cost the United Faculty several thousand dollars; however, the organization's leadership considered this to be an essential prelude to formal negotiations, as they believed it established a sense of trust and clear communication between the district faculty and the union's executive board.[27]

This difficult preliminary process and the extensive negotiations that would follow were significantly facilitated by two important actions taken by the United Faculty executive board during the 1978-1979 school year. One was the decision to make the organization's part-time typist, Barbara Ryan, a full-time secretary. Ryan would serve the union in that capacity through the 1980s, and during the critical period of contract formulation and negotiation she brought what Bill Harlan described as "a high degree of competence to the variety of difficult tasks she was called upon to do." Moreover, as Harlan maintained, "as a full-time employee working in the UF president's office [on the DVC campus] ...she provided an identifiable UF presence [and] a new organizational authenticity."[28] The second major move was to initiate the publication of *Table Talk*. Conceived of and named by board member Clark Sturges who served as its first editor,[29] this informational newsletter became the principal means of written communication between the organization's executive board and its membership while the contract was drafted and bargained and continued to serve that important function as the United Faculty confronted various challenges and crises during the next decade.

The United Faculty presented the completed comprehensive contract proposal to the CCCCD governing board in the late spring of 1979 and awaited the beginning of negotiations.[30] The bargaining process was temporarily delayed when the District offered and the union accepted a 12 percent faculty salary increase in exchange for postponement of an agreement until the 1980-1981 academic year. Formal negotiations did not commence until August of 1979, and they would continue for more than a full year. Initially DVC TV/Speech instructor Gene Hambelton acted as chief union negotiator and met one-to-one with his district counterpart, Ron Glick. Eventually the United Faculty's negotiating team, which included Bill Harlan, future organization president Les Birdsall (still an instructor at Los Medanos College) and DVC Health Science instructor

Marge Smith, was brought to the table to assist Hambelton in decision-making and to improve communication between the negotiators, the union executive board, and the general membership. Then Contra Costa College Dean of Instruction Bob Martincich (a former DVC English instructor), joined Glick on behalf of the District and the stage was set for major progress in the contract negotiations.

In the spring of 1980, Harlan later remembered, "the faculty negotiators had the feeling that after more than three years the UF was being taken seriously." The two sides painstakingly worked through the complexities of the contract, dealing with such key matters as teaching load, class size, and grievance policy. By September of 1980, the last issue to be resolved was salary; following diligent efforts to work out various salary formulas by Bob Flanagan and Claire Luiselli representing the union and the District respectively, this last obstacle was removed and both parties agreed on the contract in the early morning hours of September 5.

On September 23 the district faculty ratified the agreement overwhelmingly (the vote among DVC instructors was 179 to 7)[31] and the CCCCD Governing Board soon followed with unanimous approval. Thus, the first comprehensive contract had been successfully developed, and it would provide the foundation for subsequent agreements between the District and its faculty throughout the 1980s and likely beyond. In the opinion of Bill Harlan, this agreement represented above all "the success of the bargaining process." "Despite dire warnings," he asserted, "collective bargaining did not turn us into benumbed automatons in the education family. It did not end the dialogue between faculty and administration. If anything, it enhanced communications (It's a funny thing about communicating; if we don't have to listen, very often we won't)."[32]

Not all members of the DVC community shared such a sanguine view of collective bargaining or the United Faculty's role in the process. For example, the same front page of the May 15, 1981, *Forum* that contained Harlan's positive remarks also featured a critical article written by Physics instructor Loy Wiese which charged that the negotiations leading to the comprehensive contract had produced a "sell out" on the long-standing issue of teaching load.[33] Specifically, Wiese chastised the United Faculty executive board for allowing the District to continue to require an 18-hour load of instructors who teach a combination of lecture and laboratory courses, and he concluded that the union had decided that "it is not politically attractive to fight for a remedy to an injustice suffered by only a few."[34]

Well before the United Faculty had successfully bargained for the first comprehensive contract, other dissident voices had been raised. In the fall of 1977, Family Life Education instructor Beverly Reardon expressed alarm over her perception of ineffective communication on negotiations which threatened to alienate the union's executive board from the membership it was supposed to represent.[35] A semester later English instructor Bill Miller publicly announced in the *DVC Forum* his withdrawal from the United Faculty.[36] He maintained that his action had been prompted by a recent membership vote authorizing the organization to engage in political activities in Contra Costa County which the executive board had explained would "enhance our ability to negotiate and enforce our contracts," and would include involvement in district Governing Board elections.[37] Miller also indicated his uneasiness over the United Faculty's increasing use of lawyers as advisors in the negotiation process, and he concluded that he no longer could be part of an organization operating under a collective bargaining law that had "created the unworkable labor/management dichotomy...a *bad* law which had resulted in an intolerable internal split within our profession."[38]

Perhaps the most bitter controversy at DVC over the operation of the United Faculty in the system of collective bargaining arose in 1980 when the union sought authorization to impose a "service fee" on full-time faculty who did not belong to the organization. As part of the first comprehensive contract nearing fruition in the spring of 1980, the United Faculty and the CCCCD had agreed upon an "agency shop" provision which would require—as a condition of employment—that all DVC and other district faculty would either join the union or pay it a service fee equal to monthly dues paid by members. Agency shop would take effect only if the faculty approved in an election conducted by the state Public Employment Relations Board (PERB).[39]

Initially the United Faculty wanted to bring the question to a vote during the spring 1980 semester, and PERB agreed to hold a district election on June 2. The union's executive board recommended a yes vote on the service fee for two major reasons. The first was the matter of equity, "that all faculty should pay their fair share of the costs of representation." The second argument was that the United Faculty needed the extra revenue as it faced an anticipated $7,000 deficit because of greatly increased expenses in areas like attorney fees, printing, political action, and other costs related to effective representation of faculty interests.[40]

While the United Faculty claimed that "many members" had "urged" the imposition of the service fee, its inclusion in the contract and the attempt to gain faculty approval drew harsh public reaction from several DVC instructors. History teacher Peggy Radford characterized the agency shop election as an act of "broken faith," a "betrayal" of assurances made by United Faculty leaders in 1976 "that there would never be any pressure on anyone to support the UF with more than good faith and tacit agreement that they should be the bargaining agent."[41] Business instructor Suzanne Houston described it as "strong-arm politics" and declared that "there is nothing so repugnant to me as to force a person to support an organization to which he is opposed upon threat of losing his job!" She announced that she would no longer voluntarily pay dues to the United Faculty and suggested that the DVC faculty "give up on this organization, initiate proceedings to decertify it as our exclusive bargaining representative, and try to get back to a more natural, collegial approach to campus governance" with *no representation* as allowed under the collective bargaining law.[42]

As the June 2 agency shop election approached, Joe King and Dick Worthen formed a "Committee for NO on Agency Shop" and were joined by Bill Tarr, Physical Science instructor Hal Smith, and Economics instructor Joe Patrick (president of the still-active AFT local chapter at DVC) in a concerted effort to oppose the leadership of the United Faculty on the service fee. The thrust of their opposition strategy was to target some 700 district part-time instructors eligible to participate in the election with personal contacts and flyers urging them to vote against the proposal. They tried to convince these part-timers, the vast majority of whom were not members of the United Faculty,[43] that a yes vote would almost guarantee that they would face compulsory dues in the future (in spite of union claims that it had no intention of exercising its authority to impose fees on part-time instructors); they also attempted to show that the United Faculty cared little about the interests of these teachers, as demonstrated by the freeze on part-time hourly wages contained in the contract.[44] This opposition group appealed to full-time instructors as well by raising the specter of termination for refusing to join the union or pay dues, and they argued that the need for the service fee could be avoided simply by reducing the "fat" in the United Faculty budget, especially expenses for political action.[45]

Moreover, King, Worthen, Tarr, and Patrick appealed to PERB to postpone the election, claiming that they were given insufficient time to approach all eligible voters, and that the scheduled time for voting on June 2 (only two hours in the middle of the day) would effectively preclude most part-time and some full-time instructors from participating.[46] They also retained an attorney and threatened to seek an injunction if PERB attempted to conduct the election as planned. By May 27, PERB had informed United Faculty attorneys that the election would be open to challenge; therefore, despite its "impression that the great majority of the regular faculty favors the service fee," the union's executive board requested cancellation of the election and indicated its intention to reschedule it in the fall.[47]

The service fee question quickly resurfaced early in the fall 1980 semester. The same day (September 23) that the district faculty voted to ratify the comprehensive contract, it also supported by a 78 percent majority a United Faculty executive board proposal to hold another agency shop election (at DVC 73 percent of the faculty favored it).[48] This time a three-day election was scheduled by PERB for October 27-29, with considerably expanded voting periods in the day *and* evening hours. The major issues previously raised by both sides in the aborted spring election dominated the debate once again, as the Committee for NO on

Agency Shop campaigned heavily among part-time instructors while the United Faculty attempted to dismiss the threat of future compulsory fees for part-timers as a "phoney" issue since the contract stipulated that it could only be imposed with the permission of these teachers. After close to a month of debate, charges and counter-charges, and occasional personal attacks, the service fee was ultimately defeated by a narrow margin, 284 yes to 297 no. The chief individual adversaries in the battle, Bill Harlan and Joe King, agreed that the outcome had been determined by an overwhelming opposition vote cast by some 150 part-time instructors who had participated in the election.[49]

It would be almost four years before the United Faculty executive board asked the district faculty to reconsider the imposition of a service fee. This renewed request was based mainly on the need to offset a projected union budget deficit as a result of increased operating costs and lost membership due to retirements.[50] In April of 1984 a survey of the membership indicated strong support for another agency shop election, and a vote was scheduled to take place on May 30.[51]

In many ways the 1984 service fee election would prove to be significantly different from its 1980 predecessor. Of crucial importance was the fact that part-time instructors would not be allowed to participate in the voting; the new contract which began in the 1983-1984 school year provided for a vote *only* by full-time faculty to decide only if full-timers should contribute to the United Faculty.[52] The voting would be supervised by the League of Women Voters of Diablo Valley rather than PERB, which had drawn considerable criticism for poorly planning and advertising the aborted June 1980 election. In addition, the public debate preceding this election was decidedly less emotional and considerably more limited than that which came before the 1980 vote. Most of it was contained in a compilation of "pro/con" arguments solicited from all district faculty by the United Faculty executive board, published at union expense, and edited by *Forum* editor Dick Dudley. Of 22 articles submitted (18 of which were written by DVC faculty), 14 argued in favor of the service fee and 8 were against. The main issues raised were similar to those brought forth in 1980: equity and financial necessity dictated the imposition of the fee while freedom to choose and skepticism over financial need justified opposition to it.[53] Noticeably absent from the debate was input from the leaders of the 1980 opposition campaign, as Joe King, Joe Patrick and Bill Tarr chose not to respond to the call for articles and Dick Worthen had since retired from full-time teaching.

The outcome of the 1984 service fee election was also quite different from the 1980 result. This time the district faculty approved the agency shop measure by a lopsided vote of 206-77. On the DVC campus, 123 affirmative votes and 52 dissenting votes were cast.[54]

The decisive resolution of the explosive service fee issue not only insured the financial stability of the United Faculty, but it also appeared to legitimize conclusively the union's role as the faculty's representative in collective bargaining. As organization president Les Birdsall had argued at the time of the 1984 election

> We cannot return to the days of old. We cannot pretend that collective bargaining does not exist. Collective bargaining is a fact. It is our (faculty's as well as administration's) responsibility to make it work. It is by nature adversarial, but it does not have to be confrontational. Those of us involved have worked hard to eliminate confrontation. Having a strong, respected *independent* local organization is the only way to maintain the collegiality for which the UF was founded.[55]

The United Faculty would not entirely escape criticism and controversy for the rest of the 1980s. Joe King was still around to remind new faculty of the old agency shop battles, to expose union negotiated "tradeoffs" which he believed benefited full-timers to the detriment of part-timers and retirees, and to declare that "we are all victims of collective bargaining."[56] And English instructor Karl Staubach, a former president of the moribund AFT local at DVC, chided the United Faculty for not being sufficiently adversarial in seeking better faculty retirement benefits from the District, and he concluded that in most respects the organization had become "a company union" which "played the game set up by the legislature for all of us 'agents of the state.'"[57]

Furthermore, relations between the United Faculty leadership and CCCCD Chancellor John Carhart were frequently strained during the latter part of the decade. In 1987, over 80 percent of the district full-time faculty (81 percent at DVC) signed a letter engineered by the union's executive board and sent to the District Governing Board urging a halt to "the deterioration of long-time good relations between faculty and District administration." Motivated primarily by the union's dissatisfaction with Carhart's rulings in several grievances filed on behalf of district instructors as well as stalled contract negotiations, the letter expressed concern over "the apparent decline of District respect for the integrity of the colleges, the rights of individuals, and the rights of the faculty as an employee group and as a teaching community."[58] The Chancellor's response was to dismiss the charges as "absurd" and to assert that "autonomy and respect for the faculty is totally imbedded in my whole philosophy of operation."[59] Although the conflict might have been precipitated mainly by personality clashes or differences over leadership styles as some observers suggested,[60] this episode made it clear that collective bargaining would continue to present serious challenges for faculty-administration relations.

Collective Bargaining: Classified Staff

As collective bargaining brought profound changes to the professional lives of DVC faculty, it also significantly affected the employment conditions of the college's classified staff. Senate Bill 160 (passed in 1975) provided classified employees with the same organizational rights afforded to faculty, and many of these staff members welcomed the opportunity to affiliate with an organization they could designate as their "exclusive representative" under the new system of employer-employee relations.

Prior to the arrival of collective bargaining, classified staff at DVC and throughout the District had little real power to protect their jobs and improve their working conditions. By the late 1960s, a staff organization—the Diablo Valley Staff Association—had been formed at DVC, but it "had no authority and little credibility" in dealing with the college administration. At the district level a "Coordinating Council" had been established to act as a vehicle for conveying the concerns of classified staff in matters like salary and grievances, but this body was largely ineffective and was unilaterally dissolved by the administration in the early 1970s.[61] Subjected to what union activist Wayne Gallup described as "a caste system" and "an oppressive climate" of labor-management relations, a number of classified employees moved rapidly after the passage of the Rodda Act to unionize their colleagues under collective bargaining.[62] Those most active in the process worked at DVC and included Esther Erickson, Jean Kennedy, Erda Labuhn, and Wray Parr.[63] The early organizing effort resembled that of the faculty, with the formation of a local and independent classified employees union. Named the United Classified Employees of Contra Costa Community College District, this organization allowed the non-teaching staff to acquire representation in dealing with management and still avoid affiliation with distrusted outside unions.[64] Under the leadership of President Esther Erickson, the UCE won recognition in the spring of 1977 as the bargaining agent for the Office/Business Services and Para-Professional/Technical Units (*not* the Maintenance and Operations Unit which opted for Public Employees Union, Local No.1); during the 1977-1978 school year the union engaged in contract negotiations with the District. This first year in collective bargaining was particularly difficult for the UCE, as the organization's negotiators—drawn from its own leadership—"got their brains beat out" by Ron Glick, the CCCCD's professional representative.[65] Only modest progress was achieved in representing classified staff interests in collective bargaining as, according to negotiator Wayne Gallup, "the District clearly demonstrated their contempt for our efforts or what we said our concerns were."[66] Margaret Shelley concurred as she observed that an "archaic, cavalier attitude still seems to prevail in top college and District management...this attitude has certainly carried over into UCE negotiations [as] what we have gotten from management is a lot of double talk and a take-it-or-leave-it attitude."[67]

The passage of Proposition 13 in 1978 was a pivotal development for the classified staff. On the one hand, it resulted in the swift termination of some 35 of their numbers and the involuntary reduction in the work year of 140 others as they were hardest hit by employee cuts implemented during the summer following the election (see Chapter Eight). On the other hand, this crisis convinced the leaders of the UCE—many of whom already felt that they were no match for the likes of district negotiator Ron Glick—that the interests of their vulnerable constituents would be best served by affiliation with a more powerful and "professional" outside union.

Wayne Gallup recalled attending with Esther Erickson a June 12, 1978, crisis meeting called by CCCCD Chancellor Harry Buttimer which persuaded him that Public Employees Union, Local No.1 (commonly referred to as "Local 1") was the appropriate choice for such an affiliation. At this gathering he was most impressed with the effectiveness of Local 1's Assistant General Manager Dave Platt in protecting all members of the district's Maintenance and Operations Unit (already represented by Local 1) from any layoffs or reductions in work year. Gallup personally concluded at the meeting that whatever "collegiality" might have existed in the relationship between the district administration and the classified employees the UCE represented had been destroyed by the Proposition 13 crisis; he now believed that the UCE "needed a hired gun" like Platt, and the next day he and Esther Erickson contacted the union leader and indicated their desire to unite their organization with Local 1.[68] On July 31 the UCE's district membership voted almost unanimously to approve the action (only one dissenting vote was cast);[69] at the same time they ratified overwhelmingly the imposition of a service fee on classified employees who were not members of the union, unhampered by the divisive debate that characterized the faculty's ultimate adoption of agency shop.[70]

In the decade following Proposition 13, Local 1's CCCCD membership was convinced that the union served its interests well in collective bargaining. Wayne Gallup observed in 1980 that "when UCE affiliated with Local 1, things changed." "As professional representatives," he argued, "they have a credibility and respect from Management that we will *never* have. As a non-district entity, they have power which we will never have. Is power necessary? I think so...often its the only way to get people to take you seriously."[71] From the outset, Dave Platt served as the classified staff's business agent and enjoyed universal praise for his efforts. In 1979 the *UCE Newsletter* asserted that "Dave's expertise in labor negotiations, grievance processing and the Ed Code made a great deal of difference." The publication added that under his direction "there has been a tremendous difference in contract negotiations,"[72] a sentiment echoed by Wayne Gallup a decade later when he described Platt as "a brilliant negotiator."[73]

The major concrete benefit for classified staff derived from Local 1 representation during the 1980s was the formulation of a strong collective bargaining agreement with the District. Assisted by a negotiating team comprised of unit members from DVC (principally Wayne Gallup and

Sandra Mills), the other two district campuses and the district office in Martinez, Dave Platt and his union staff forged a contract with the CCCCD which Gallup believed "got better and better each year."[74] The cornerstones of this contract included an effective grievance procedure, increased time off for classified staff (such as during the Christmas recess period), the decentralization of decision-making to mid-level managers and supervisors, and (most important in the minds of many classified employees) guarantees of "in-house" job promotions and transfers to replace the earlier administrative practice—especially at DVC—of frequently drawing new supervisory staff from outside the District.[75]

In 1989, Gallup asserted that "this year we have what I'm sure is the best community college contract in the state."[76] At DVC, this contract combined with the positive steps taken by President Phyllis Peterson to embrace the classified staff (described in Chapter Nine)—participation in college governance, "staff appreciation" efforts, improved communication with management—to afford these members of the college community "a considerable amount of pride in what they do" and "to regard themselves as more worthwhile people at the college than they used to be."[77]

The Flexible Calendar

As discussed in Chapter Four, in the late 1960s the DVC community seriously explored alternatives to the "traditional" calendar which would allow for the completion of the fall semester before the Christmas break. The quarter system, the 4-1-4 plan, and some version of an "early start" calendar were all considered. While the notion of a calendar change enjoyed considerable support among the DVC faculty, the idea was set aside by President William Niland by the end of the decade. During the 1970s, support for a new calendar sporadically reappeared among some faculty and administrators (including Chancellor Harry Buttimer),[78] but no definitive action was taken on the matter.

Finally, in the early 1980s, DVC and the CCCCD moved toward the adoption of a "flexible calendar." In the environment of post-Proposition 13 state control over community colleges, the California Legislature enacted two major bills in 1981 and 1983 which extended to all of the state's two-year institutions the option to employ such a plan. Based on the experiences of several "pilot" colleges in the 1970s,[79] this calendar allowed for up to 15 days of the mandated 175 day academic year to be used for staff, student, and instructional improvement in lieu of classroom instruction during those days.[80] This enabling legislation was the catalyst for renewed local interest in calendar reform and led to the eventual implementation of a flexible calendar.

In the fall of 1982 the Faculty Senates Coordinating Council began to explore in earnest the possible adoption of a flexible calendar in the CCCCD. An FSCC Committee on Flexible Calendar was formed (which included Bill Harlan and Computer Science instructor Jeff Withe as representatives from DVC), and it held a series of meetings at all three District campuses to explain the possibilities of the plan and to collect faculty input. In 1983, the committee surveyed 700 randomly-selected students in the District and found that 75 percent of those responding favored a calendar change.[81] This support was reinforced by *Enquirer* editorials advocating the adoption of the flexible calendar; the student newspaper argued that it would allow students to truly enjoy their Christmas break, it would give them a jump on the summer job market (since fewer instructional days would mean the end of the spring semester in late May), and it would help DVC students to coordinate mid-year transfers to UC Berkeley (which had announced plans to adopt a similar calendar in the 1983-1984 academic year).[82] Moreover, the Associated Students executive board voted to support the calendar change and successfully circulated petitions to reinforce their position.

By December of 1983 the FSCC had reached a tentative agreement with a receptive Chancellor and administrators from all three district campuses on the adoption of a flexible calendar for the 1984-1985 school year. The question was then to be put to a vote of the district faculty on January 18, 1984. The preponderance of the public debate at DVC which preceded the election supported the new calendar. Proponents among the faculty such as Bill Harlan, John Shumway, Art Dull, and Jeff Withe maintained that it would be most beneficial to DVC students, reiterating the arguments put forth earlier in the *Enquirer* and adding that the protracted "traditional" semester promoted a high student drop rate and that "college students deserved to have a college calendar (similar to shorter ones already used at UC and CSU campuses)." They also indicated the advantages of the flexible calendar for instructors, especially the availability of more time during the academic year to prepare new instructional materials, develop new teaching skills, visit other institutions, experiment with non-traditional instruction during an "inter-session" between the shortened semesters, and generally work to make themselves more effective teachers.[83]

Some opposition was expressed as well. Brian McKinney warned that the proposed calendar would force instructors "back to DVC in the middle of August so they can do two more weeks of paperwork and two less of teaching every year."[84] Physical Science instructor George Turner worried over the negative impact of a shorter semester on community college students at institutions like DVC when he asserted that "the effect of this will be that instructors will have to adopt more rigid time-lines, relate to students in a more authoritarian way and, in general, enforce the pace. Instruction will become more a matter of weeding out those who can't keep up than it is now." "This," he concluded, "is directly contrary to our commitment to open-door education."[85] Other instructors wondered about public perceptions of instructors having to teach fewer days, the effects of the early start on summer vacation plans for students and faculty, and the increased energy costs of starting classes in August.[86]

Strong faculty support for the flexible calendar was evident in the January 18 district election, as 83 percent of those voting approved the plan (the vote at DVC was 178-53).[87] In February the faculty senates of the three District colleges approved it, and in March the membership of the United Faculty overwhelmingly ratified the new calendar provisions added to the collective bargaining agreement.[88] The CCCCD Governing Board soon followed with its approval, and the flexible calendar was adopted for the 1984-1985 school year.

The specific calendar chosen by the CCCCD provided for 166 days of regular instruction and *nine* days of staff, student, and instructional improvement activities (commonly designated as "FLEX" activities).[89] A structure was established to plan and organize the FLEX program at the individual college and District levels. On each campus a Local Planning Group (LPG) comprised of faculty and management representatives was created to advise the president in setting college policies and priorities, reviewing proposals for individual and alternative activities, and promoting the development of departmental and divisional FLEX activities. A District Coordinating Committee composed of the Chancellor, college presidents, deans of instruction, and faculty senate presidents representing the LPGs was established to set overall policy and to insure that the FLEX program was consistent with state law and the local collective bargaining agreement. Furthermore, a district faculty member on partial released time was appointed as Flexible Calendar Coordinator to oversee the coordination of FLEX activities among the three campuses.[90]

From its beginning the FLEX program enjoyed considerable success at DVC and the other district campuses. The first two Flexible Calendar Coordinators—DVC's Bill Harlan and Don Mahan—provided energetic leadership as faculty response was widespread and positive. A number of DVC instructors came forth with innovative topics for faculty workshops ranging from Len Grote's "Telecourse on Constitutional Issues," and Jim Rawls' "California Travel Study," to Stan Yale's "Professional Stress, Burnout, and Recovery," and Chitra Divakaruni's "Stress Reduction Through Yoga." DVC faculty were encouraged to spend a part of their FLEX time attending workshops at Contra Costa College and Los Medanos College, and during some semester FLEX schedules a day was set aside for "intercampus meetings" which allowed DVC instructors to share ideas with their discipline counterparts at the other two colleges. Part-time instructors were invited to participate in the program (paid for a number of FLEX hours equal to their weekly teaching hours) and evening workshops were offered to part-timers dealing with problems unique to part-time and evening instruction.

In addition, the DVC Local Planning Group encouraged departmental and divisional activities; responses included the Office Administration Department's use of FLEX time to counsel students and conduct student orientation sessions and the Social Science Division's day-long workshop on *perestroika* in the Soviet Union. A FLEX program innovation labeled "conversations" gave faculty the opportunity to exchange views in matters related to teaching, curriculum, students, and professional life in sessions less formal than structured workshops. Finally, individual instructors were allowed to propose and pursue, with division and LPG approval, a variety of "individual projects" such as articulation with local high school faculty and arranging community awareness events along with individual curriculum and course preparation.[91]

Despite the variety and abundance of FLEX activities, the program had its problems. Response to the opportunity of offering non-traditional courses during the January inter-session period was disappointing, as a shortage of instructors interested in teaching these classes and students willing to enroll in them forced the DVC administration to abandon the idea after the first year of the flexible calendar. Gradually, some tension developed between the district administration and the DVC community over the question of District or local campus control of the direction of DVC's FLEX program.[92] Some faculty members complained about the quantity and quality of activities, with Joe Patrick noting a "paucity of workshops and discussion programs" and expressing his perception of approved departmental and divisional activities as "worthless B.S. sessions probably of less value than business luncheons." In the fall of 1986 he characterized the FLEX program as "a monster" and urged that the flexible calendar be abandoned.[93] Yet in a 1987 survey, most of the 88 DVC instructors who responded were either favorably disposed or neutral in their opinions regarding the state of the FLEX program three years after it had begun.[94] Moreover, during the August 1989 FLEX period—five years after the inception of the flexible calendar—some 26 different faculty workshops were offered (many for the first time) at DVC, attesting to the program's continued vitality.[95]

Staff Development

A natural outgrowth of the flexible calendar was the creation of a related Staff Development program in the CCCCD. The impetus for a formal districtwide staff development plan came in 1985 from Chancellor John Carhart, who had earlier established such a program at Los Medanos College while serving as its president and who now wished to extend it to DVC and Contra Costa College.[96] Monies in the district budget were earmarked specifically for staff development, and released time was allocated for the appointment of individual campus staff development coordinators. A major thrust of the program would be to employ district and campus resources to facilitate efforts by faculty to enhance their teaching skills, improve curriculum, and explore other ways of better serving the needs of students.

DVC had no history of a formal staff development program; in fact, for many at the college such an enterprise seemed redundant. Don Mahan, DVC's first appointed staff development coordinator, asserted in 1986: "I know that if we didn't have FLEX and a Staff Development program, people here at DVC would, as they have in the past, work to improve their skills, work to improve curriculum, and work to make sure that students are well served in every way by this college." In a *DVC Forum* article titled "Doing it our Way," Mahan welcomed the District's commitment of substantial resources—time, information, and money—to enhance staff development at the college, but he pledged to build the DVC program on "the assumption that DVC people do not need to be told, or led, or forced to value improvement."[97]

Many of the DVC staff development activities for faculty took the form of FLEX workshops. A wide array of choices was offered to DVC instructors dealing with topics such as "Brainstorming Techniques," "Reading in Content Courses," "Library Collection Update," "Ethnic Programs," "Interactive Video," and "Instructional Skills Workshop" (an intensive four-day program where participants learn to plan and present focused lessons and to give and receive peer feedback). English Instructor Bruce Reeves offered a workshop with the intriguing title "Nirvana: or How to Assign Enough Writing to Keep your Conscience Clear and your Division Chair Happy and Still Have Time for Mom." By 1989 a major emphasis in FLEX workshops was placed on "Computer and Technological Proficiency" as the faculty was encouraged to adapt their teaching methods to increasing use of computers in the classroom. Offerings in the area of "Wellness and Fitness" also became prominent.[98]

The DVC Staff Development Program was expanded significantly beyond the use of FLEX workshops with the opening of the Teaching Resources Center (TRC) in 1987. Originally housed in the Instructional Services Building and later moved to the college library, Coordinator Don Mahan described it as "a place instructors can come and get positive responses to questions on how to be more effective teachers."[99] The Center provided a wealth of materials like books, video and audio tapes, computer software and publications related to teaching and learning research and effective teaching strategies. It was also a clearing house for information regarding conferences, teacher exchanges, proposals for sabbaticals, overseas teaching, and staff development projects and grants. Additionally, the Center offered DVC faculty arrangements and assistance for video-taping class sessions and training in the use of computers and interactive video.[100] The TRC's services and materials were vigorously promoted by Mahan and his successors as campus Staff Development Coordinators, Kate Wothe and Art Dull.

The 1988 passage of Assembly Bill 1725 (discussed in Chapter Nine) also enhanced staff development at DVC by making substantial new state funding available for the program. The extra revenue began to arrive in the spring of 1989, and for the 1989-1990 school year alone the college's share of the district allotment was approximately $82,000.[101] One major effect of this additional infusion of money was a significant expansion of the existing DVC program, which by now included staff development activities for classified staff and administrators. Members of the classified staff participated in an enlarged series of in-service workshops that included "Understanding Disabled Students," "Developing Self-Esteem," and "What is Sexual Harassment?" In June of 1989, two retreats stressing group interaction were held for classified employees. Managers attended a number of conferences during the 1988-1989 school year, and participated in a January 1989 retreat to discuss various topics relevant to the future of the college.[102] Moreover, an all-campus retreat, attended by some 170 members of the DVC community, was held at Asilomar in January of 1990 to celebrate DVC's 40th anniversary. With ongoing financial support built into AB 1725, the prospects for a continued comprehensive staff development program for all segments of the DVC community appeared to be strong.[103]

While the major emphasis in DVC's staff development efforts was to promote professional growth and renewal for the college's established faculty, classified staff, and administration, the program also sought to quickly and effectively integrate new full-time faculty into the campus community. In the fall of 1985, all three district campuses began a "Nexus" program for new instructors as a part of their overall staff development activities. Nexus ("connections") was principally devised by Los Medanos College President Chet Case, LMC Director of Staff Development Kate Brooks and her counterpart at DVC, Don Mahan.[104] Perhaps the most valuable element of the program was the formation of "two-teacher" teams—the pairing up of new instructors with established teachers. According to Brooks, "the two-way relationship is symbiotic, for helping their new colleagues gives the veteran faculty members opportunities to renew themselves by intense discussions with new staff on the never completely solved teacher-learner equations."[105] The orientation activities also involved four group meetings during the year to discuss various aspects of campus life and procedures, to introduce new teachers to library resources, to tour the campus, and to gather informally in a social setting.

Nexus was positively reviewed by its participants the first year,[106] and consequently the program was extended and refined for the remainder of the 1980s. At DVC a separate released time position of Coordinator for New Faculty Orientation/Induction was created to oversee the campus Nexus program with Norma Meyerholz and Diane Smith serving successive terms in the post. Under the leadership of Meyerholz and Smith, Nexus activities at the college were expanded to include presentations by faculty leaders representing the Faculty Senate, the United Faculty, and various special programs on campus. In the fall of 1989, the authors of the present volume were invited to share some of

DVC's 40-year history with the new faculty.

New Generation of Faculty

Nexus would prove to play an increasingly important role in assimilating new instructors at DVC during the late 1980s. As shown in Chapter Eight, a virtual freeze on the employment of new full-time faculty at the college—which extended for nearly a decade following the passage of Proposition 13—finally ended with the emergence of stable funding for the state's community colleges. Moreover, AB 1725's affirmative action provisions and its financial incentives for increasing the percentage of overall instruction provided by full-time faculty (described in Chapter Nine) coalesced with a fast growing number of retirements to produce a surge of new full-time hiring unmatched since the years of rapid institutional growth in the 1960s and early 1970s (see Chapter Seven). Renewed hiring began modestly in the mid-1980s, but dramatic increases were apparent by the latter part of the decade. In 1988, 21 new full-time instructors were added to the staff, 19 were hired in 1989, and projections for the two years following DVC's 40th anniversary indicated that over 50 new permanent faculty members would be recruited (including some 25 who would be hired in addition to the replacement of retiring faculty).[107]

Instructors hired in 1988 and 1989 collectively brought to DVC impressive records of teaching experience (typically a decade or more of full-time and/or part-time experience) and academic training (advanced degrees—including some doctorates—from prestigious institutions such as Harvard, UC Berkeley, Stanford, Columbia, and Michigan).[108] And as noted in Chapter Nine, these new faculty members, particularly those hired in 1989, revealed major success in the college's efforts to hire affirmative action candidates. However, as the demand for new instructors would increase in the 1990s and competition with other institutions facing similar staffing needs would intensify, DVC faced a major challenge in its continuing attempts to recruit faculty reflecting superior professional backgrounds as well as ethnic and gender diversity.

On the eve of the new decade, the college actively confronted this challenge. During the fall 1989 semester, a dominant topic of discussion and concern at DVC was the problem of securing quality candidates to meet the growing staffing requirements of the 1990s as the college administration, the Faculty Senate, the United Faculty and the divisions and departments all considered ways to effectively fill these needs. In December of 1989 a second recruitment faire was held at DVC in an effort to attract desirable teaching candidates as early as possible in the yearly hiring process. This earlier initiation of the institution's faculty recruitment program than in the past was a response to what was perceived as a growing scarcity of qualified, experienced instructors in the potential candidate pool. As Dean of Instruction Charles Sapper explained, "[We'd] hate to see the cream of the crop snatched away from us, before we had a chance to get at it."[109]

Extensive new faculty hiring clearly indicated the great transition that DVC experienced as it celebrated its 40th anniversary. As a new generation of instructors was added to the faculty, perhaps the most important test facing the college was its commitment and ability to pass on to them the shared values of the DVC community developed over four decades. Speaking at the DVC 40th Anniversary Convocation, 1989 Faculty Senate President Irene Menegas eloquently stated

> DVC has an interesting way of passing on those values...It happens subtly at the faculty meeting each fall, at the endless department meetings, and through conversations at the xerox machine, at the mailboxes, and around the faculty lounge. This is where we hear about the context for current debates. This is where we hear the stories of some of the faculty giants of DVC who helped establish the DVC culture and image both on campus and off: John Porterfield, Dick Worthen, Lenard Grote, Bill Harlan, Bob Flanagan, Vince Custodio, to name a few....

Menegas went on to capture the essence of the challenge confronting DVC as it approached the future

> We will need to build on our values and adapt them to new circumstances as we respond to changing student needs...This is the challenge that faces us as we bring in our new faculty, giving them a sense of the past as they adapt to the future. If our transitioning continues to work, we'll have a new wave of faculty who share the commitment, the courage and the humanity of those who have preceded us.

Notes to Chapter Eleven

1. *Analysis of SB 160,* prepared by the Chancellor's Office, California Community Colleges, October 1975.
2. "SB 160 Signed by Governor Brown," *DVC Forum,* September 26, 1975.
3. "On Reading and Controlling Minds," *DVC Forum,* March 26, 1976.
4. *DVC Forum,* April 9, 1976.
5. "The Avoidance of Democratic Process," *DVC Forum,* March 26, 1976.
6. "On Reading and Controlling Minds," *DVC Forum,* March 26, 1976.
7. "Life at Home," *DVC Forum,* January 16, 1976.
8. Italics added.
9. John Shumway suggested the official name of the organization; Rich Wilbanks coined its sobriquet "UFO" (United Faculty Organization) which was commonly used for a number of years following its formation. Rich Wilbanks and John Shumway. Interview with Greg Tilles, August 30, 1989.
10. Rich Wilbanks and John Shumway. Interview, August 30, 1989.
11. In the spring of 1976, 418 of the district's 527 full-time teachers (approximately 79 percent) became dues-paying members of the United Faculty. The exact number who signed petitions is unknown, although there were instructors who did offer their signatures but did not choose to join the United Faculty at this time. John Shumway. "Recognition!" *DVC Forum,* June 4, 1976.
12. *Ibid.* Rich Wilbanks reported in 1989 that by the end of the 1980s the faculties of some 13 community college districts in the state were represented by similar organizations. Interview, August 30, 1989.
13. *Analysis of SB 160,* prepared by the Chancellor's Office, California Community Colleges, October 1975.
14. *Ibid.*
15. "The Real Cost of the District Proposal," *DVC Forum,* April 29, 1977.
16. *Ibid.*
17. "On Knowing Who We Are," *DVC Forum,* April 29, 1977.
18. In explaining this decision to the district's faculty, United Faculty president Bob Flanagan stated: "You should understand that agreement on this issue was not unanimous. In fact, a majority of the DVC representatives to the executive board opposed it." Letter from Bob Flanagan to District Faculty, June 9, 1977.
19. Under the agreement, the college president would appoint division chairpersons from among at least two faculty candidates chosen by a vote of the division's full-time instructors. The settlement also pro-

vided the foundation for further guarantees of faculty participation in college governance in areas such as teaching assignment and scheduling.

20. "How We Got Here (The Preparation)," *DVC Forum,* May 15, 1981.
21. Rich Wilbanks. Interview with Greg Tilles, October 5, 1989.
22. *Analysis of SB 160,* prepared by the Chancellor's Office, California Community Colleges, October, 1975.
23. Memo from Dick Worthen to the DVC Senate Council on The Relationship Between the Academic Senate and the United Faculty, December 5, 1977.
24. Bill Harlan. Interview with Greg Tilles, September 28, 1988.
25. Bill Harlan. "How We Got Here (The Preparation)," *DVC Forum,* May 15, 1981.
26. *Ibid.*
27. Bill Harlan. "How We Got Here (The Contract)," *DVC Forum,* June 5, 1981.
28. *Ibid.*
29. *Ibid.* Rich Wilbanks recalled that the inspiration for *Table Talk* came to Clark Sturges as the two pondered the challenges confronting the United Faculty in 1978 over cocktails at the Marriot Inn in Emeryville. Rich Wilbanks and John Shumway. Interview, August 30, 1989.
30. The following summary of the process of contract negotiations is drawn from Bill Harlan's June 5, 1981 *DVC Forum* article noted above. The reader may consult the article for a more detailed account of the process.
31. *Table Talk,* September 29, 1980. The overall district faculty vote was 290 to 7.
32. "How We Got Here (The Preparation)," *DVC Forum,* May 15, 1981.
33. See Chapter Seven for a discussion of this issue in the context of the "Hill/Flatland Split."
34. "On Load," *DVC Forum,* May 15, 1981. In the next edition of the *Forum* (June 5, 1981), executive board member John Shumway wrote a strongly worded reply to Wiese's remarks. In "An Open Letter to Loy Wiese," Shumway asserted that "We *did not* sell out. We represent the *entire* faculty. We are teachers just like you. We try to deal fairly and honorably with all issues. We must deal with issues and with managers in the real world." In subsequent contracts a new load formula was applied to instructors with combined lecture/laboratory teaching assignments which had the effect of reducing their average load to less than 18 hours.
35. "Is Clarity Possible," *DVC Forum,* November 4, 1977.

36. "Withdrawal from the UF: A Position Statement," *DVC Forum*, March 3, 1978.
37. Letter from Bob Flanagan, President of the United Faculty, to the membership, January 24, 1978.
38. "Withdrawal from the UF: A Position Statement," *DVC Forum*, March 3, 1978.
39. *Table Talk*, May 20, 1980. The option for exclusive representatives like the United Faculty to seek an agency shop agreement in the contract with the District was originally provided for in the Rodda Act.
40. *Table Talk*, May 20, 1980.
41. "Broken Faith," *DVC Forum*, May 23, 1980.
42. "Freeloaders, Huh?" *DVC Forum*, May 23, 1980.
43. Only nine district part-time faculty members belonged to the United Faculty at this time.
44. Joe Patrick, Dick Worthen, Joe King, and Bill Tarr. Memo: "Response to *Table Talk*, May 20, 1980 and to 5/20 note to Part-Time Faculty," no date.
45. Dick Worthen, Joe King, Joe Patrick. Flyer: "What You're Really Voting For," no date.
46. Letter from W. E. Tarr, Dick Worthen, Joseph S. Patrick, and Joseph A. King to James W. Tamm, Regional Director, Public Employee Relations Board, no date. Reprinted in *DVC Forum*, May 23, 1980.
47. Letter from Bill Harlan to District Faculty, May 27, 1980.
48. *Table Talk*, September 29, 1980. Vote Analysis—Sept. 23, prepared by John Shumway.
49. *Table Talk*, November 4, 1980. "Analysis of Agency Shop Election," *DVC Forum*, November 21, 1980. Joe King estimated that about 160 full-timers (UF and non-UF members in about equal number) joined some 130 part-timers to vote against agency shop.
50. *Table Talk*, April 13, 1984.
51. *Ibid.*, May 14, 1984. Of 394 total members, 185 responded to the questionnaire. Of these, 103 requested an election and 39 requested no election. The results at DVC were 48-30.
52. *Ibid.*
53. "Service Fee: Pro-Con," May 25, 1984.
54. Memo from Les Birdsall, UF President to the UF Membership, June 21, 1984.
55. "Service Fee: Pro/Con," May 25, 1984.
56. "Bouquets for Rich, Jack, Bill," *DVC Forum*, October 9, 1987.
57. "Anyone for Jeopardy?" *DVC Forum*, October 28, 1988.

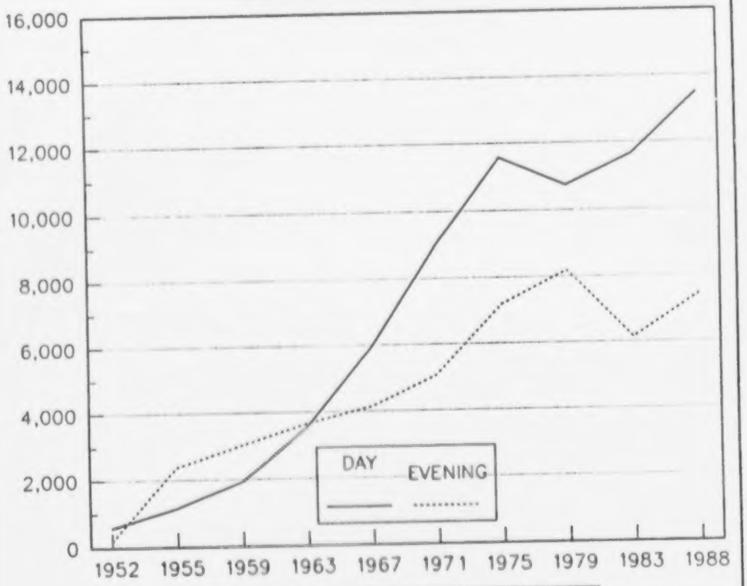
58. *Table Talk,* October 13, 1987.
59. "College District Faculty File Protest Letter," *The Contra Costa Times,* November 3, 1987.
60. *Ibid.*
61. Wayne Gallup. "Why Have a Union? A Personal Opinion," *United Classified Employees Newsletter,* August 25, 1980.
62. Wayne Gallup. Interview with Greg Tilles, May 30, 1989.
63. Memo from The Committee to Establish a United Classified Employees Organization to All Classified Employees of Contra Costa College, Diablo Valley College, and Los Medanos College, March 23, 1976.
64. Wayne Gallup. Interview with Greg Tilles, May 30, 1989.
65. *Ibid.*
66. "Why We Have a Union? A Personal Opinion," *United Classified Employees Newsletter,* August, 25, 1980.
67. "Consider Us First-Class Employees," *United Classified Employees Newsletter,* December 15, 1977.
68. Wayne Gallup. Interview, 1989. Gallup remembered Platt's specific warning to the Chancellor at the meeting: "Harry, you'd better not touch any of my people, or we're going to kick your ass!"
69. Initially the UCE retained its previous structure and identity while affiliated with Local 1. During the 1980s the original organization was dissolved and the exclusive representative of CCCCD classified staff was simply designated as "Public Employees Union, Local No. 1."
70. Letter from Esther Erickson, United Classified Employees of Contra Costa Community College District, Public Employees Union, Local No. 1 to Harry R. Buttimer, District Chancellor, Contra Costa Community College District, August 2, 1978.
71. "Why Have a Union? A Personal Opinion," *United Classified Employees Newsletter,* August 25, 1980.
72. "Affiliation with Local 1—An Assessment," *United Classified Employees Newsletter,* August 29, 1979.
73. Wayne Gallup. Interview.
74. *Ibid.*
75. *Ibid.* Sandra Mills. Interview with Greg Tilles, November 17, 1989.
76. Wayne Gallup. Interview.
77. *Ibid.* Sandra Mills. Interview, 1989.
78. Bill Harlan. Interview with Greg Tilles, May 18, 1989.
79. Cabrillo College experimented with a 4-1-4 calendar during the early and mid-1970s. Consumnes River, San Jose, Taft, El Camino, Grossmont, and Saddleback were authorized in 1975 by the State Legisla-

ture and the state Chancellor's Office to experiment with a "flexible calendar" and engaged in pilot programs until 1981. For an excellent analysis of the evolution of the flexible calendar at the state level, including a brief discussion of the role of DVC faculty in the process, see Bill Harlan's unpublished paper, "Vagaries of Reform: The Flexible Calendar," June 1989.

80. *FLEX: Handbook for the Contra Costa Community College District Flexible Calendar Program,* p. 1.
81. Jeff Withe. "The Alternative Calendar and Students," *DVC Forum,* January 17, 1984.
82. *The DVC Enquirer,* February 18, 1983; May 13, 1983.
83. These arguments were advanced in several articles which appeared in a special edition of the *DVC Forum,* published on January 17, 1984.
84. "The Joy of Flexing," *DVC Forum,* January 17, 1984.
85. "Three Reasons Not to Change," *DVC Forum,* January 17, 1984.
86. Phyllis Howe and Gene Goselin. Flyer: "Points Which May Need Discussion Before We Vote on a Different Calendar Plan," no date.
87. "Flex Calendar Passes Facuty Senate Hurdle," *The DVC Enquirer,* February 10, 1984.
88. *Table Talk,* March 8, 1984. The vote was 172-41.
89. After five years of operation on a flexible calendar which called for nine days of FLEX activities, the United Faculty, the faculty senate, and the district administration agreed in the spring of 1989 to reduce the number of non-instructional days to seven. The new calendar went into effect during the 1989-1990 school year.
90. *FLEX: Handbook for the Contra Costa Community College District Flexible Calendar Program,* p. 2.
91. For a complete compilation of the first five years of DVC and district FLEX activities, consult the DVC Archives under the folders titled "FACULTY: FLEX TIME ACTIVITIES AND PROGRAMS, August 1984-June 1989 and August 1989-.
92. Don Mahan. Interview with Greg Tilles, November 27, 1989.
93. "FLEX is a Monster," *DVC Forum,* November 21, 1986.
94. Memo from Don Mahan to the DVC faculty on "Planning for August FLEX," no date.
95. *FLEX Workshops 1989-90,* Contra Costa Community College District.
96. Don Mahan. Interview, 1989.
97. *DVC Forum,* May 23, 1986.
98. See the folders in the DVC Archives cited earlier.
99. Quoted in "New Resource Center Opens for Teachers," *The DVC Enquirer,* March 27, 1987.

100. Flyer: "Open House for Teaching Resources Center," March 13, 1987.
101. Art Dull. Interview with Greg Tilles, November 20, 1989.
102. Kate Wothe. "Funding to Enhance Staff Development," *R & D Newsletter*, May-June 1989.
103. At the time of this writing a dispute existed between the United Faculty and the college and district administration over UF claims that new AB 1725 money earmarked for increasing staff development activities was being diverted into other district programs.
104. "Nexus Program to Aid in New Teacher Orientation Process," *The DVC Enquirer*, November 15, 1985.
105. "Something for Everybody at LMC," *R & D Newsletter*, May-June 1989.
106. *The DVC Enquirer*, November 15, 1985.
107. Minutes of the Division Chairperson's Meeting, August 18, 1989.
108. Consult the DVC Archives and the DVC Instruction Office for biographical sketches of new faculty.
109. "College to Sponsor Recruitment Faire to Introduce Instructors to District," *The DVC Enquirer*, November 17, 1989.
110. Reprinted in the *DVC Forum*, November 9, 1989.

ENROLLMENTS
FALL SEMESTERS



	DAY	EVENING
1952	586	199
1955	1,171	2,391
1959	1,937	3,044
1963	3,553	3,658
1967	5,939	4,154
1971	8,989	5,068
1975	11,569	7,169
1979	10,742	8,197
1983	11,654	6,147
1988	13,489	7,437

NOTE: From 1975 through 1988, "DAY" includes Day & Combination.

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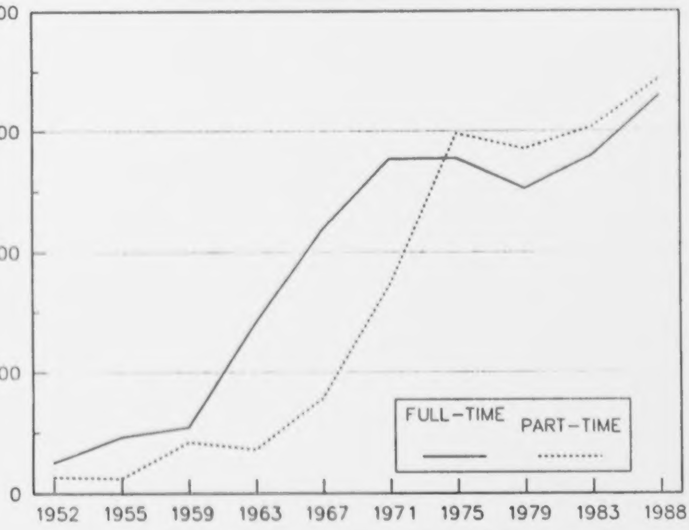
Source: DVC Archives & CR89

STUDENT LOAD
FALL SEMESTERS
Day Only



	FULL-TIME	PART-TIME
1952	512	273
1955	928	243
1959	1,089	848
1963	2,826	727
1967	4,368	1,571
1971	5,532	3,457
1975	5,544	5,960
1979	5,043	5,699
1983	5,585	6,069
1988	6,606	6,883

NOTE: The 1952 numbers include day as well as evening students.

NOTE: For 1955 & 1959, full-time is 13 units or more. For all other years it is 12 units or more.

Source: DVC Archives & CR89

Prepared by Les Birdsall, July 12, 1989
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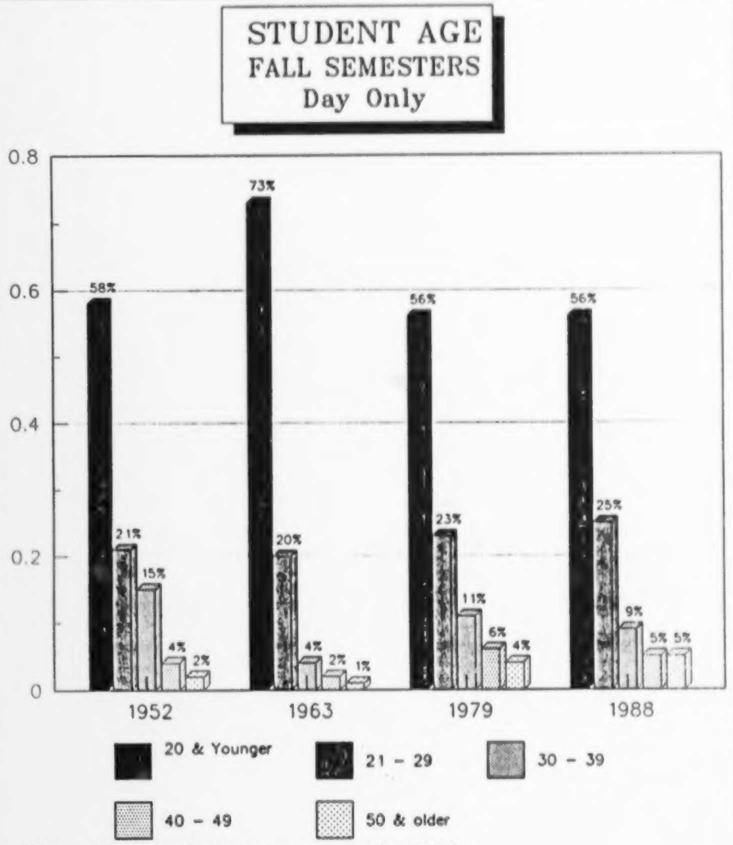

NOTE: the 1952 values include day as well as evening students.

NOTE: The age data is not available from 1965 to 1979.

NOTE: The age breakdowns for 1963 are:
19 & Younger
20 - 30
31 - 40
41 - 50
51 & Older

Source: DVC Archives & CR89

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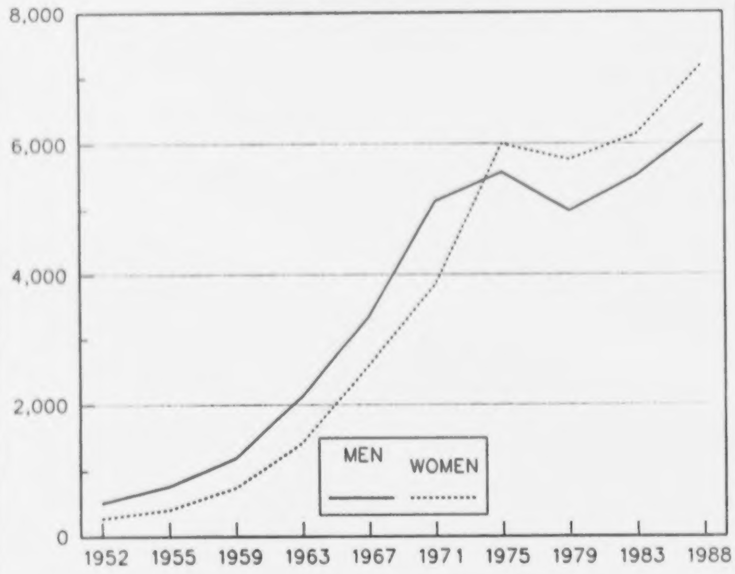
GENDER
FALL SEMESTERS
Day Only



	MEN	WOMEN
1952	509	276
1955	765	406
1959	1,196	741
1963	2,128	1,425
1967	3,344	2,595
1971	5,134	3,855
1975	5,565	6,004
1979	4,982	5,760
1983	5,513	6,141
1988	6,282	7,207

NOTE: The 1952 numbers include day as well as evening students.

Prepared by Les Birdsall, July 12, 1989
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Source: DVC Archives & CR89

Design .... **Wayne Gallup**
Typeset .... **Bobbie Fisher**
Janet Slatter
Budget .... **Grant Cooke**
Photos .... **DVC Archives**
Graphics Staff
Printer ..... **McNaughton & Gunn, Inc.**
Type .... **Andover**
Paper .... **60 lb. Glatfelter Natural**
70 lb. Maplewood Gloss

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OCT 12 1990